1994 Some Perspectives on Transfer Effectiveness in the B.C. Post-Secondary System -- Working Paper

PREPARED FOR:

B.C. Council on Admissions and Transfer

PREPARED BY:

Strategic Information Research Institute

C/O British Columbia Institute of Technology
3700 Willingdon Avenue
Burnaby, B.C.
V5G 3H2

September 1994
Doc. 94-22
v.1994-09-01

Table of Contents

List of Figures iii

List of Tables iii

List of Attachments - Tables iv

Key Findings 1

Purpose 4

Overriding Limitations 5

University Admissions 7

Transfer Rates 11

Course/Academic Achievement Rates 14

a) Participation in Second Year University *14*
b) Academic Performance at University *14*

Retention Rates 17

Degree Completion Rates 21

What Distinguishes Mathematics from the Norm? 25

What Impact Have University Colleges Had? 26

Next Steps 27

Glossary of Terms 28

Endnotes 31

List of Figures

Figure 1: The University Admissions Perspective on Trends in University Undergraduate Admissions (Measured as First Time Enrolment) of Direct Entry and Transfer Students, Fall 1983 to Fall 1991(*) 8

Figure 2: University Admissions of First Time Undergraduates into Selected Faculties, by Admission Type, 1983 to 1991 9

Figure 3: College Spring Leavers' Attendance Patterns Over the Final Two Years Before Exiting 12

Figure 4: System Retention Rates of the Fall 1988 Cohort % Who Have Not Exited the B.C. Post-Secondary Education System 18

Figure 5: Progression to Undergraduate Degrees of First Time Undergraduates, Direct Entries vs College Transfers, Students Entering From 1983 to 199022

Figure 6: Progression to Undergraduate Degrees of First Time Undergraduates, Direct Entries vs College Transfers, Students Entering Sciences & Science-Related Faculties, 1983 to 1990 23

List of Tables

Table 1: Comparing Indicators of Transfer Effectiveness 3

List of Attachments - Tables

TRENDS IN UNIVERSITY ADMISSION

Table 1: The Link File Perspective on Trends in University Undergraduate Admissions, Fall 1989 to Fall 1991 36

Table 2: The University Admissions Perspective on Trends in University Undergraduate Admissions, Fall 1982 to Fall 1991 37

UNIVERSITY TRANSFER RATES

Table 3: University Transfer Rates by College Previously Attended, 1988 to 199139

Table 4: College Spring Leavers' College Attendance and Course-Taking Pattern Over the Final Two Years Before Exiting, 1988 to 1991 41

Table 5: University Transfer Students' Total College Courses Completed by College Previously Attended, 1988 to 1991 43

Table 6: University Transfer Rates by Student Faculty at Point of University Entrance, 1988 to 1991 45

UNIVERSITY ACADEMIC ACHIEVEMENT

Table 7: Academic Achievement of Direct Entries and College Transfers, Second Year Level, by Faculty, 1990/91 47

Table 7A: Academic Achievement of College Transfers With and Without University Eligibility, Second Year Level, by Faculty, 1990/91 49

Table 8: Academic Achievement of Direct Entries and College Transfers, Third Year Level, by Faculty, 1990/91 51

Table 8A: Academic Achievement of College Transfers With and Without University Eligibility, Third Year Level, by Faculty, 1990/91 53

SYSTEM RETENTION

Table 9: B.C. Education System Retention Rates of the Fall 1988 Cohort Located in Fall 1989, Fall 1990 and Fall 1991, by Sector and Institution 55

Table 9A: Demographic Characteristics of the Fall 1988 Cohort 57

DEGREE COMPLETION

Trends in Rapidity of Progression to Undergraduate Degrees at University of First Admission, Direct Entries vs. College Transfers, 1982 to 1991:

Table 10: All British Columbia Universities 59

Table 10A: Direct Entries Net of Year One Attrition vs. College Transfers, All British Columbia Universities 61

Table 10B: University of British Columbia 63

Table 10C: University of Victoria 65

Table 10D: Simon Fraser University 67

Table 10E: Trends in Rapidity of Progression to Undergraduate Degrees at University of First Admission, Arts and Education as Initial Faculties of Entrance, Direct Entries vs. College Transfers, 1982 to 1991, All British Columbia Universities 69

Table 10F: Trends in Rapidity of Progression to Undergraduate Degrees at University of First Admission, Sciences and Science-Related Faculties as Initial Faculties of Entrance, Direct Entries vs. College Transfers, 1982 to 1991, All British Columbia Universities 71

Table 11: Summary of Undergraduate Degrees Conferred, 1982 to 1991 73

Undergraduate Degrees Conferred to Direct Entries vs. College Transfers, by Faculty Originally Entered, 1982 to 1991:

Table 11A All British Columbia Universities 75

Table 11B: University of British Columbia 77

Table 11C: University of Victoria 79

Table 11D: Simon Fraser University 81

MATHEMATICS

Total Number of Courses Earned in University and Proportion of Total Course Load Attributed to Mathematics Courses, by University Year Level, Direct Entries vs College Transfers:

Table 12: 1990/91 83

Table 12A: 1989/90 85

Table 12B: 1984/85 87

Key Findings

It is becoming harder for students to get into university. This may be because of students' persistence within, and re-entries into, the post-secondary system. This limits the universities' ability to admit first-timers.

In response, students are staying at college longer before transferring and transferring more credits into universities.

Growth in college academic enrolments has meant growth in the numbers of students completing college academic studies and leaving college. University admissions of college transfers are growing more slowly than college completions. The result? College transfer rates to universities are declining.

Students use the college system in many ways as they make their way to and through university. This confounds efforts to measure transfer rates from college to university. Those transfer rates (based on the %'s admitted to university as college transfer students) are smaller than the %'s of students moving from colleges into universities each Fall.

Few students 'stop-out' before completing some college academic studies.

The main faculties college transfer students enter are Arts and Education; Sciences and Applied Sciences are entered more rarely by college transfers. This is increasingly the case.

These faculty destinations coincide with college transfers' comparative grade performance at university; growth in college transfers appears to be most concentrated in faculties where they earn grades comparable to (or higher than) the grades they earned in secondary school.

College retention rates are lower than university retention rates and become lower very soon after students begin their post-secondary studies. Those college retention rates, however, are not as low as they appear to be at first blush.

Some of the differences in retention rates may be due to differences in the types of students that colleges and universities initially attract. First time community college enrolees are weaker academically, older, wait longer after secondary school before starting academic studies, and earn lower post-secondary grades in their first academic session.

What about the retention rates of direct entries and college transfers within universities? How do these compare? Fewer direct entries 'drop out'. College transfers who do 'drop-out' must only be 'stopping out' of university. Why?

College transfers appear to have higher degree completion rates than direct entries; however, they take longer to earn those degrees. Implications? What looks like a retention problem in the college system (and for college students) may be more a reflection of participation patterns stretched out over more years than for other students; most college transfers complete their degrees.

University colleges are new degree-granting, destination, institutions. As their enrolments are growing, their transfer rates to universities are falling. Their students who do transfer to universities are, increasingly, those destined for science-related faculties.

These findings came from analyses of various indicators of transfer effectiveness. Here are those indicators and how they compare for colleges and universities:

Table 1
Comparing Indicators of Transfer Effectiveness

	Post-Secondary Admissions	
Demographic Characteristics of a Fall 1988 Cohort	*...into university*	*...into college*
Enrolment	3796	7889
Mean age (yrs.)	18.2	20.6
% over 24 yrs. old	0.8%	12.1%
Mean secondary school GPA	3.16	2.43
	University Admissions	
Trends in University Admission	*Direct Entries*	*College Transfers*
Trends in the Source Population (university basis of admission)		
Fall 1991 First Time Enrolment	4903	2558
% who entered Sciences	40.3%	17.3%
Fall 1991 Total Enrolment	18509	10158
% Change from Fall 1983 to Fall 1991		
in First Time Enrolment	9.6%	19.4%
in Who Entered Sciences	16.0%	0.0%
in Total Enrolment	7.2%	43.5%
University Transfer Rates		
as a % of 1991 College Spring Leavers	n/a	13.2
as a % of 1991 College Academic Courses Completed	n/a	27.3
Academic Achievement at University		
Second Year Students, 1990/91		
All faculties		
Total Students	3856	3267
Secondary School GPA	3.19	2.58
University GPA	2.7	2.58
Sciences		
Total Students	866	246
Secondary School GPA	3.34	2.78
University GPA	2.54	2.12
Arts		
Total Students	1549	1262
Secondary School GPA	3.14	23.5
University GPA	2.75	2.53
System Retention	*within universities*	*within colleges*
Fall 1988 Cohort of First Time Enrolees at the Institution		
Fall 1988 to Fall 1989	89.7%	70.2%
Fall 1988 to Fall 1990	82.4%	57.9%
Fall 1988 to Fall 1991	81.1%	51.0%
Degree Completion	*Direct Entries*	*College Transfers*
1991 Total First Undergraduate Degrees Conferred		
as % of All Degrees Conferred	32.2%	24.7%
% change from Fall 1983 to Fall 1991	18.0%	64.0%
% Conferred in 1991 to Students Who Entered		
Sciences	24.3%	6.5%
Arts	36.7%	30.5%

Purpose

This report summarizes the results of BCCAT efforts, through SIRI, to define various student flow patterns into and through academic programs pertinent to Council's mandate. It looks at these flows from the perspective of *the university sector as a receiver of students* from colleges and secondary schools. This differs from earlier analyses produced for the Enrolment Management Committee of the B.C. Ministry of Skills, Training and Labour (which focuses on colleges as *senders* of students).

The purpose of this report is to provide baseline data to Council for its use in promoting transfer effectiveness and access equity. It describes conditions affecting perspectives of both. It leaves to those in the system the challenge of debating how to optimize system conditions in order to achieve transfer effectiveness and admissions equity.

Overriding Limitations

These analyses required the development and maintenance of interpretive standards. These now exist as analytic variables appended to the Link File.Some identify new conditions for the first time via the Link File. These include:

- the types of courses in which academic students are enroled at college (academic, career, vocational, Adult Basic Education (ABE), and English as a Second Language (ESL));
- year levels 1 and 4 of students' academic studies (previously only year levels 2 and 3 were defined);
- the year levels of the specific courses in which academic students were enroled;
- first time enrolees in college academic programs;
- total academic courses earned, by session;
- total cumulative academic courses earned, by year; and
- mathematics courses.

In addition, to these new variables, several previously defined conditions in the Link File were tuned in preparation for these analyses. This work re-classified previously documented conditions. Key amongst these were improvements to the Link File data on:

- institution previously attended (forward and past views of student flows are limited to the B.C. post-secondary system, however);
- Grade Point Averages;
- college program type (academic, career, vocational, ABE, ESL).

In all, 96 analytic variables produced the attached results. They standardize across institutions and across time, the conditions Council asked SIRI to address. Some are only first glimpses of previously undocumented conditions in B.C.'s post-secondary system; others 'tune' the Link File's depiction of conditions last analyzed in 1990. This tuning limits comparability of the results in this report to those contained in Council's last analysis of similar policy questions. It, however, improves the precision of those analyses.

There remain two key limitations. First, the Link File's counts of the total number of post-secondary academic courses completed (across colleges and universities) remain weak. Various segments of the Link File contain the data needed to identify a course that has been completed and granted credit at an institution for a given point in time; it has proven tricky, however, to standardize these counts within one institution, across time, and across institutions.

For now, this limitation yields unexpectedly high numbers of first year students and lower than expected numbers of 3rd year students. In turn, this understates retention from 1st to 3rd year. We believe we have found a fix (even if only a temporary one) to overcome this limitation. This can be confirmed once the tables are updated with 1992 data.

The second limitation? There's been limited time in which to do face validity checks on the attached results. Some field review of these data is needed before the conclusions they invite can be confirmed. The key question? How do the attached 'hard' data compare to institutional and anecdotal evidence of trends in transfer effectiveness and access equity?

For now, SIRI views the attached data as representative and indicative, not definitive and predictive. Users should do likewise.

University Admissions

It is becoming harder for students to get into university. Analyses of the Link data reveal that some of this may be due, in part, to the flow patterns of students now in (or previously in) the post-secondary system. This limits the universities' ability to admit first-timers. An example:

Between 1983 and 1991, first time university enrolments grew less rapidly than total university enrolments (consider first-timers as a proxy for admissions). University enrolment growth, in other words, went to continuing students, not admissions.

These same analyses suggest that colleges are a large source of university admissions and it is becoming especially harder for college transfers to get to university. Consider these details:

In 1983, students admitted as college transfers accounted for roughly one quarter of all university students; by 1991, they accounted for roughly one third.

Since 1987, the source of the universities' first time enrolments (i.e. admissions) has shifted; direct entries from secondary schools grew 20%; college transfer first-timers grew only 10% (see Figure 1).

Figure 1
The University Admissions Perspective on Trends in University Undergraduate Admissions (Measured as First Time Enrolment) of Direct Entry and Transfer Students, Fall 1983 to Fall 1991(*)

Source: BC Educational Records Linkage File (The Link File)

This figure shows the sources of first time enrolments over 9 years. Since 1987, direct entries from secondary schools grew by only 20% while college transfers grew only 10%.

(*) 1982 data considered inflated and unreliable. This year has been excluded from the graphic.

This contrasts with growth patterns in the source populations. From 1988 to 1990, Grade 12 enrolments grew 1.5%; college academic enrolments grew 31.0%.

In response, students are staying at college longer before transferring and, as a result, transferring more credits into universities. At SFU and UVic, for instance, the average number of advanced credits granted per college transfer admittee grew 18%. By Fall 1991, college transfers received, on average, advanced standing for 14 academic courses when admitted to SFU and UVic.

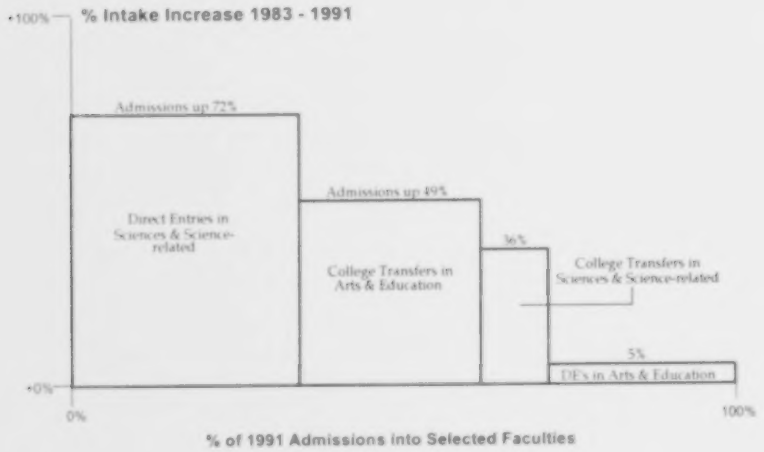
Changes are occurring in the types of students admitted into certain university faculties. It appears that direct entry admissions are increasingly destined for university science and science-related faculties. By contrast, college transfers are increasingly destined for arts and education (including physical education). Put

another way, direct entries from secondary into university science and science-related faculties are larger, and growing more rapidly, than college transfer admissions into those faculties. The numbers of college transfers entering Arts and Education (including Physical Education) increased 49% from 1983 to 1991; Sciences and Science-related faculties' increase was lower at 36%. See Figure 2.

Figure 2
University Admissions of First Time Undergraduates into Selected Faculties, by Admission Type, 1983 to 1991

source: BC Educational Records Linkage File (The Link File)

This figure shows, on the horizontal axis, the distribution of direct entries and college transfers entering the Sciences and Science-related faculties compared to the Arts and Education (including Physical Education) faculties. It shows that direct entries are the largest source, and most rapidly growing source, of admissions into Sciences and sciences-related faculties.



These data give a representative, but incomplete, picture of admissions trends. They describe trends in first time admissions *into Fall sessions* only. Most direct entries are admitted to universities in the Fall. Roughly 25% of all college transfers are admitted into Spring and Summer sessions. This is particularly true at SFU.[3]

Why do these analyses consider only Fall intakes? Because, overall, this view (moreso than other) simplifies comparisons of intakes, retention, grade performance, and degree completion -- particularly given the state of Link File analytic variables.

Does this affect the trends noted in this analysis? No. The trends in first time Fall admissions to university of college transfers are consistent with trends in the universities' annual admissions of total annual college transfer students.

Trends in university admissions are detailed in Tables 1 and 2.

Transfer Rates

Growth in college academic enrolments has meant growth in the numbers of students completing college academic studies and leaving college. Between 1989 and 1991, the numbers leaving college academic studies grew 12%. University admissions of college transfers grew more slowly (up 3%). The result? College transfer rates to universities declined.

How large are those transfer rates? They are larger than they seem at first glance:

- Of all leavers from college academic programs in Spring 1991, 13% were admitted for the first time to a B.C. university in Fall 1991.

- When weighted by the number of college academic courses earned, however, transfer rates are more than twice this rate (27%).

The numbers of college leavers who end up at university are larger than suggested by the immediate admissions rates of colleges' Spring leavers. For Fall 1991, for instance:

  - the numbers of students moving immediately from college to university was twice the numbers who, as part of moving, were admitted for the first time to university.

  - the numbers of students moving sometime within three years of last attending college was 4.5 times larger than the numbers admitted from college for the first time that Fall.

The difference? Many students moving from college to university are entering (or returning) with admissions statuses other than 'college transfer.' Participation at college followed by participation at university does not always translate into college transfer admissions at university. Some students return from college to university having been admitted originally to university as direct entries; others never leave university (they take a college course or two while still enroled at university).

Students use the college system in many ways as they make their way to and

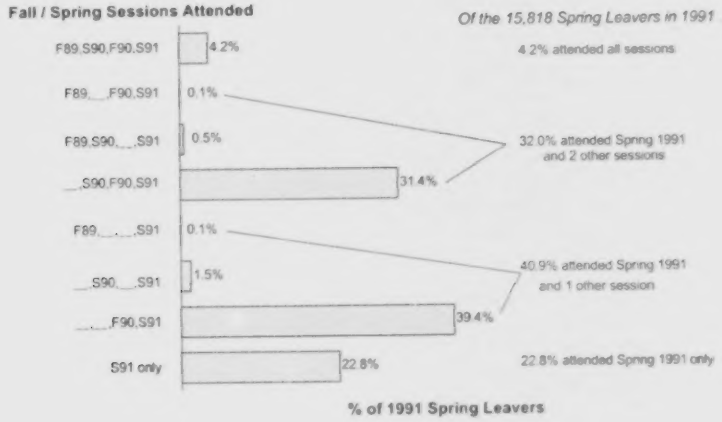
through university. This confounds efforts to measure transfer rates from college to university. Consider the following examples. Of the 15,818 students who completed some academic studies at college and left in Spring 1991:

- only 4% attended college continuously up until Spring 1991 (i.e. in Fall 1989, Spring 1990, Fall 1990 and Spring 1991);
- less than 40% attended only the previous Fall 1990 and Spring 1991 sessions back-to-back prior to leaving (see Figure 3).

Figure 3
College Spring Leavers' Attendance Patterns Over the Final Two Years Before Exiting

source: BC Educational Records Linkage File (The Link File)

This figure shows the last two years' Fall and Spring sessions attended prior to exit. A low proportion of the 1991 Spring Leavers had a persistent attendance pattern (4.2%). Less than 40% were in the Fall 1990 and Spring 1991 sessions.



While participation patterns at colleges are varied, 'stopping-out' occurs rarely -- only 2% of the Spring 1991 leavers stopped-out sometime in the two years prior to their leaving college.[10]

College transfers are rarely delayed transfers; they happen right away. Over 85% of all college transfers into Fall sessions at the universities happen immediately (i.e. students move from Spring at a college to university in the immediate following Fall). This is true regardless of the geographic region from which students transfer.

How do university transfer rates vary by region? Go back to the transfer rate for Fall 1991, weighted by the number of college academic courses earned. It averaged 27.3%. The main differences between colleges? This transfer rate was lowest for distance education institutions (Open Learning Agency and North Island); it was high (but declining since 1989) at the interior university colleges (Cariboo and Okanagan) and Langara; and it was high in Northern B.C. and the Interior and Kootenays. For details, see Table 5 attached.

What are the key limitations to these analyses of transfer rates?

They do not address students' intentions to transfer. Other analyses have shown that university transfer rates are higher when controlled for those intentions[8]. In addition, they ignore college transfers to universities out of B.C. Lastly, counts of courses earned by college Spring leavers in their last two years at college understate the total numbers of courses that those leavers completed at college. It is, however, all that can be counted from available Link File data at this time. From other Link data, SIRI estimates that this two two-year "window" captures over 80% of courses earned by colleges' 1990 and 1991 Spring leavers.

Data used in these transfer analyses appear in Tables 3, 4, 5, and 6 attached.

Course/Academic Achievement Rates

The Link File contains data on the course achievement histories of Grade 12, college, and university students in B.C. Analyses of these histories reveal that colleges are an unlikely source of future university science graduates. As examples:

a) Participation in Second Year University

- Direct entries are more 'science-destined' than college transfers (in terms of the university faculties they end up in for second year academic studies). Of all direct entries enroled in second year in 1990/91, 22% were in a faculty of science; this compares to less than 8% of all college transfers in second year in 1990/91.

- This lack of science participation by college transfers is especially pronounced for college transfers who were originally not eligible for university admission. The Link File contains secondary school transcripts for roughly one-third of all the second year college transfers enroled at university in 1990/91 (the rest were last enroled in secondary school either before 1986 or outside B.C.). Of these, about 40% were originally not eligible for university admission; they achieved their eligibility by attending college. Of these, less than 6% were in second year in a faculty of science in 1990/91.

b) Academic Performance at University

- Overall, direct entries continue to earn higher second year university GPAs than college transfers (2.70 vs 2.58). These, however, reflect differences in academic performance in secondary school.

- Amongst all second year university students, students originally admitted as direct entries from secondary schools had higher Grade 12 GPAs than those admitted as college transfers (average Grade 12 GPA of 3.19 compared to 2.58). Second year university students in 1990/91 with the highest grade point averages from secondary school were:

- direct entries enroled in faculties of applied sciences (average Grade 12 GPA of 3.47);
- direct entries in faculties of science (average Grade 12 GPA of 3.34); and
- direct entries in faculties of business administration and commerce (average Grade 12 GPA of 3.31).

Those with the lowest secondary school GPAs?

- college transfers in faculties of education (average Grade 12 GPA of 2.44);
- college transfers in faculties of arts (average Grade 12 GPA of 2.50);

These two groups of college transfers, incidentally, accounted for roughly half of all college transfers enroled in second year university in 1990/91 who had a secondary school GPA on record.

- All students in science show a decline in academic performance from secondary school to university (both 2nd and 3rd year). This relationship is also true for most students in science*-related* faculties.
- As with any rule, there is always an exception: in this case, college transfers who entered applied sciences and who were originally ineligible for university admission. Their grade performance improved slightly between secondary school and university.[12]
- In contrast to sciences, college transfers who were originally ineligible for university admission and end up in Arts or Education, on average, earn higher GPAs in 2nd and 3rd year university than they earned in Grade 12.

These results are detailed in Tables 7, 7(a), 8 and 8(a).

Are variations between Direct Entries and College Transfers in university grade performance explained by variations in secondary school grade performance? Yes, but only to a very small extent. Correlations are strongest between secondary school GPAs of direct entries and their second year university GPAs. Even here,

however, the correlation is small; for these students, variations in secondary school GPAs account for less than 18% of the variability in 2nd year university GPAs. For college transfers, the correlation is smaller; secondary school GPAs account for only 8% of the variability in 2nd year university GPAs. These correlations, for both types of students, are even weaker in 3rd year university.

What is the key limitation to these analyses of course achievement? The Link File contains no equivalent comparisons for students admitted to university from outside the B.C. system.

Retention Rates[4]

In an earlier analysis, SIRI found that:

- four years after beginning their college academic studies, virtually half of all college academic students have left the B.C. post-secondary system.; and
- very few first time college academic students end up as 'early leavers' (only 5% of those who began in Fall 1988 did not stay to the end of the semester).

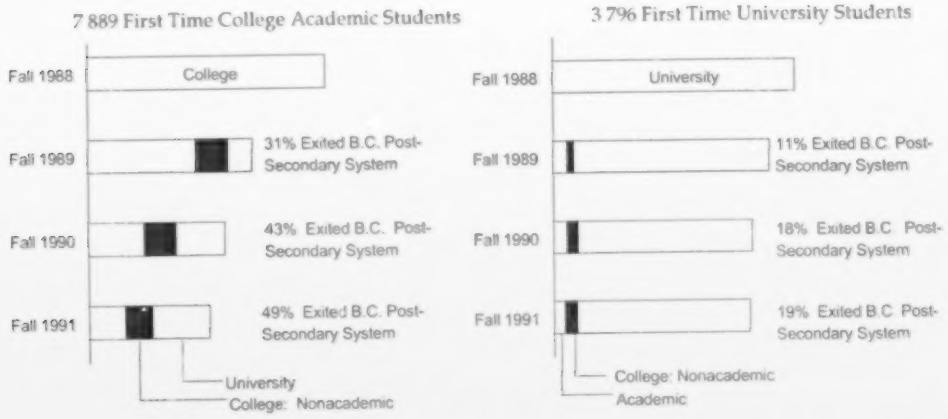
How do these college retention rates compare to university retention rates? They are lower and become lower very quickly; they, however, are not as low as they appear to be at first blush (see Figure 4). The details:

- four years after beginning academic studies, the college sector lost 49% of its Fall 1988 intake through system attrition; the university sector lost only 19%. The post-secondary education system attrition rate was 39%.
- re-define 'early leavers' as those who, one year after beginning academic studies, are no longer in academic studies at the same institution. By this measure, colleges lost 61% of their Fall 1988 intake via 'early leavers'; the universities lost only 21%.
- re-define, further, the concept of 'early leavers' to consider as drop-outs only those who, one year later, had exited the post-secondary system. By this measure, colleges lost only 30% compared to 10% for universities.

Figure 4
System Retention Rates of First Time College Academic Students vs First Time University Students, Fall 1988 to Fall 1991

source: BC Educational Records Linkage File (The Link File)

The figures compare, for college vs university first time entrants (new to an academic program) in Fall 1988, the %'s who, in each succeeding Fall, were re-enroled or enroled in college academic programs, college nonacademic programs, or in university.



Why are college system retention rates lower than for the university system? The reasons remain unknown because:

- The apparent 'drop-out' rate of first time college academic students may be misleading. The numbers enroling in college career programs two, three, and four years after beginning in academic programs do not decline. Most career programs are only two years in duration. The numbers enroled in career programs from the academic intake of 1988 do not decline in Fall 1991. This implies that some of the original intake have been replaced by others from that intake.

- Some of what now passes as cohort attrition may, in fact, be migration into the labour force (via completion of career programs) and the "vacated" seats in the career programs are taken up, in later semesters, by other members of the

original intake preparing to make similar transitions to the labour market. At this stage, the extent to which this is occurring is unknown. As well, it is yet to be determined whether this phenomenon is restricted to the college system, or if universities are experiencing the same kind of transition patterns.

In addition, some of the difference between college and university sector retention may be due to differences in the types of students that colleges and universities initially attract. Consider differences in the types of students enroled for the first time in Fall 1988 at colleges and universities.

First time community college enrolees are weaker academically, older, wait longer after secondary school before starting academic studies, and earn lower grades in their first post-secondary academic session. Consider the details for the post-secondary intakes of Fall 1988:

- over 70% of those admitted to community colleges from a B.C. secondary school were ineligible for university admission; attending college was a way for them to try to qualify for university admission.

- those admitted to community colleges were, on average, 20.5 years old; those admitted to university were, on average, 18.2 years old.

- of those who came from a B.C. secondary school, the college cohort waited an average of 6.4 months before starting college; the university cohort waited an average of 3.4 months.

- those admitted to community colleges earned an average sessional GPA of 1.94; those admitted to university earned an average sessional GPA of 2.23.

How do the university retention rates of direct entries and college transfers compare? Fewer direct entries drop out. Here is what the available data show:

- While one year retention is comparable for both groups (over three-quarters of the cohort continue in the same institution), direct entries show a higher persistence rate than college transfers when located two years, and three years later. By Fall 1991, about two-thirds of the initial direct entry cohort is still in the same institution while about one-third of the college entry cohort has continued in the original institution.

How do retention rates at *university colleges* compare? They are roughly the same as college retention rates. The details:

- Generally, the university colleges tend to retain their initial group of academic students between year one and year two at a slightly higher rate compared to community colleges. More students stay at the same original institution; more move into non-academic studies at the same original institution; fewer transfer to another institution.

- The % of university college admittees retained within the B.C. post-secondary system three years after beginning their studies is the same as for community colleges (51%).

Results of the above analyses are detailed in Tables 9 and 9(a) attached.

What are the key limitations of these retention analyses? The rates reported:

- do not identify where the key losses are occurring. They are Fall-to-Fall retention rates; they ignore the effects of session to session retention rates on these year-over-year comparisons.

- do not show the effects of stop-outs on the rates reported (i.e.. students who exited and then re-entered).

- are overstated, particularly for students who began at college, in that they ignore the %'s who exited because they earned a non-academic credential (e.g. Career diploma).

- do not account for students who have completed their studies and therefore exit as graduates.

- require a longer time series to gauge the %'s exiting because they earned degrees.

Degree Completion Rates

University degree completion data in the Link File were analyzed for the first time in 1990. Much of the data needed was, at that time, not available. Much of it now is.[18]

Overall, these data describe the degree completion rates of direct entries and college transfers at their university of first admission. They show:

- the mounting importance of the college system;
- higher, but slower, degree completion rates for college transfers compared to direct entries; but when university year one attrition in direct entries is taken into account, this difference is netted out; and
- a corresponding 'decline of sciences' in college transfers;

The details?

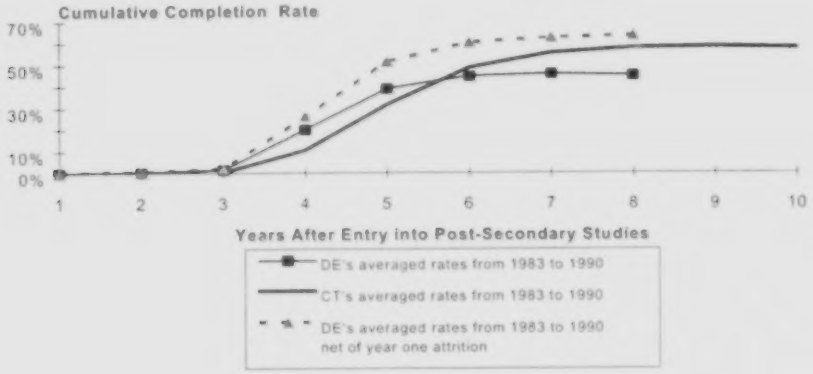
First, more and more degree earners entered university as college transfers. Between 1983 and 1991 the number of first undergraduate degrees awarded to direct entries increased roughly 18%; at the same time, the number awarded to college transfers increased 64%.

Second, the % of college transfers eventually completing university degrees is comparable to direct entries; however, direct entries tend to earn their degrees at a faster rate than college transfers (see Figure 5).[19] This is a key finding. It suggests that earlier analyses showing poorer retention rates for colleges and college transfers is evidence only of the slowness of college transfers in progressing to degrees -- not their persistence through to earning those degrees. College transfers may be slow to earn degrees, but they are determined to do so!

Figure 5
Progression to Undergraduate Degrees of First Time Undergraduates, Direct Entries vs College Transfers, Students Entering From 1983 to 1990

source: BC Educational Records Linkage File (The Link File)

This figure presents two perspectives on degree completion -- one without accounting for the first year's attrition rate of direct entries in university, and one that takes into account direct entries' year one attrition. This figure shows that the percentage of college transfers who complete degrees is roughly comparable to the degree completion rate of direct entries; however, direct entries tend to earn their degrees at a faster rate than college transfers.

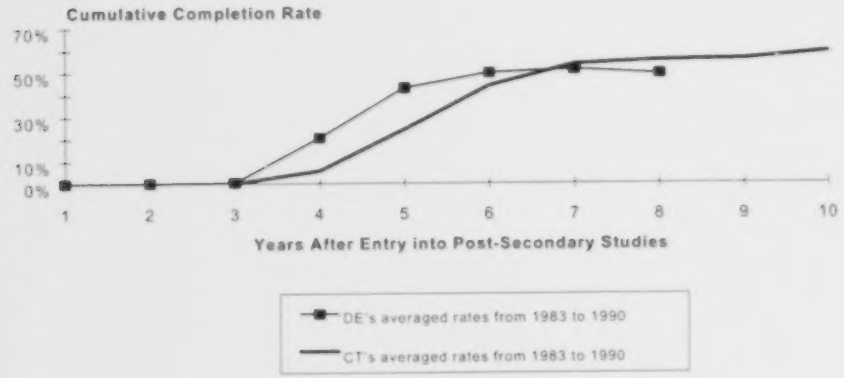


Note: This graphic assumes that college transfers have, on average, begun college two years prior to transferring into university. Basis of assumption? At SFU and UVic, college transfers received, on average, advanced standing for at least two years. This may be a conservative estimate of the total time college transfers take to earn a degree.

Third, earlier analyses s'owed that college transfers are less 'science destined'. Those college transfer ho do participate in sciences take an especially long time to earn their degrees (v en compared to the rapidity with which direct entries earn theirs; see Figure . College transfers represent also, a very small portion of the graduates who ente l sciences. In 1991, about 7% of all first time undergraduate degrees re awarded to science-entry college transfers; this compares to an average 5% across all faculties (see Tables 10(e) and 11).

Figure 6
Progression to Undergraduate Degrees of First Time Undergraduates, Direct Entries vs College Transfers, Students Entering Sciences & Science-Related Faculties, 1983 to 1990

source: BC Educational Records Linkage File (The Link File)



Note: Assumes that college transfers have, on average, begun college 2 years prior to transferring into university. Basis of assumption? At SFU and UVic, college transfers received, on average, advanced standing for at least 2 years. This may be a conservative estimate of the total time that college transfers actually take to earn a degree.

These results come from details contained in Tables 10 through 11(d).

What are the key unknowns that remain from these analyses of degree completions?

- The number of academic courses students are completing on their way to earning their degrees. If this is rising, it would provide evidence of more 'milling about' in the post-secondary system as students seek out the courses they want or need for degree completion? This, in turn, will restrict intakes to the system. Further work is needed to standardize the Link File's counts of academic courses earned in the post-secondary system. This perspective can then be added.

- Each year roughly 1000 university students in British Columbia transfer to another university in this province. The above analysis ignores the effect of inter-university transfers on the comparative degree completion rates of direct entries and college transfers.

What Distinguishes Mathematics from the Norm?

Analyses of participation in mathematics (defined as including statistics) were the first ever attempts to read and analyze Link File data by course subject. These analyses proved very complicated. The analyses revealed that the raw data describing course subjects within the Link File is inconsistent across institutions and inconsistent within the same institution across time. In the end, we were able to identify university mathematics courses but not college mathematics courses within the scope of this project[20] What did analyses of these data reveal?

It appears that college transfer students earn fewer of their university credits in math courses than direct entries do. In 1990/91, second year students who were direct entries earned 9% of their courses in Math; college transfers earned 8% of their courses in Math. For third year students, the gap is wider (7% in Math for direct entries; 5% for college transfers).

Some of these gaps in Math participation look to be widening. Amongst all undergraduate students, direct entries' %'s of courses earned in Math rose slightly (from 10% in 1984/85 to 11% in 1990/91); college transfers' %'s earned in Math dropped slightly.

Both for direct entries and college transfers, it appears that the % of courses earned in 3rd year and 4th year in Math is declining.

Tables 12, 12A and 12B show the course loads by year for direct entries and college transfers.[21]

What Impact Have University Colleges Had?

The B.C. post-secondary system began operating university colleges in Fall 1989. How has the advent of these new 'destination institutions' affected system effectiveness in transfer arrangements?

- Enrolments at university colleges are growing; with this, more and more students are completing, and leaving, college academic studies. Between 1989 and 1991, the numbers completing some academic studies and leaving university colleges increased 31%; by comparison the numbers of leavers grew by only 9% at all other colleges.

- Growth in the numbers of leavers outpaced the numbers transferring to universities. The result? University transfer rates are down, particularly, for university colleges. They fell most dramatically at Cariboo. Their university transfer rate was still higher than average in Fall 1991 (17.6%, unweighted for the numbers of courses earned at college) but was down from 25.8% in Fall 1989.

- University colleges have had no significant effect, thus far, on system retention of students admitted into academic programs. Their retention rates for the Fall 1988 cohort (despite the addition of 3rd and 4th year programming in 1989) was comparable to those of community colleges. This comparison, however, is still an early one; analyses of later intakes (Fall 1989 and beyond) are needed to confirm this initial finding.

- The types of students transferring to universities have been affected; increasingly, those who continue their studies with a focus in sciences are *not* staying at university colleges; they are becoming a larger and larger share of all transfers from university colleges to universities[3].

Next Steps

The above analyses and the attached tables introduce some new perspectives on the transitions and transfers of students from colleges to universities. The key remaining unknown is how all of these conditions are inter-related. For example, as retention in one part of the system improves, how is it affecting admissions at another part of the system? This report counts new conditions. It remains a task for future analyses to gauge the statistical relationships between these conditions; with this can come simulations of the likely future effects of changing transfer arrangements, admissions policies, and enrolment distributions. This, ultimately, should be an objective of Council's research. This report says what has happened; it lays the foundation for future modeling of "what might happen if...".

Whatever models are built, they should be a blend of both the hard data that Link File can deliver and the soft data that field knowledge of system conditions can deliver. Council should look to develop its models in ways which integrate both.

Specifically, we recommend that Council should:

- issue this report as a draft to its field contacts and elicit, from them, their reactions to these analyses and the attached tables.

- update the attached with new data now available for Fall 1992 and modified, as needed and possible, in response to the field reactions received to this draft report.

- take initiatives to begin pilot-testing collaborative analyses of the Link data. This report sets the stage for widening discussions of how the Link data should be treated, standardized, and interpreted.

- give those initiatives a focus. We'd recommend that focus be on key questions arising from the above analyses. Two examples of what might arise: analyses of stop-outs and analyses of time to degree with a focus upon university faculty.

Glossary of Terms

Academic Program/Course: For colleges, academic courses are defined as courses taken in Arts and Science (Post-Secondary Discipline Codes (PDC's) 52 to less than 57) disciplines with a course number of 100 or above (thereby excluding remedial courses such as remedial English). For universities, all courses are defined as academic.

B.C. College/Institute: includes 15 public colleges: Camosun, Capilano, Cariboo, Douglas, East Kootenay, Fraser Valley, Kwantlen, Malaspina, New Caledonia, North Island, Northern Lights, Northwest, Okanagan, Selkirk, Vancouver Community Colleges (note that Langara College is identified separately where possible), and British Columbia Institute of Technology (BCIT).

College Transfer: students transferring to a B.C. University having previously attended a B.C. College/Institute and having earned enough transfer credits to be admitted by the university as a college transfer. In this report, college transfers are identified by the University Basis of Admission codes and therefore have been granted at least one years' university standing upon admission. The following University Basis of Admission codes in the Link File were selected:

- UBC: '3 College Transfer'. (Includes admittees from outside of B.C. Identification of out-of-province students cannot be made in the Link File.) Student normally must have completed at least 30 semester hours (10 half courses) of transferable work.
- UVIC: 'BCCOL College from BC'. Student must have completed at least 24 semester hours (8 half courses) of transfer credit work, and at least a 2.00 GPA in the last year.
- SFU: 'BCCOL Transfer from BC Community College'. Student must have completed at least 30 semester hours (10 half courses) of transfer credit work, and achieve at least a 2.00 GPA on this work.

B.C. University: Includes the three largest public, provincial universities: University of British Columbia (UBC), University of Victoria (UVIC) and Simon Fraser University (SFU).

Direct Entry: In this report no time frame has been applied to the period of exit from secondary school to entrance into the post-secondary education system. Direct entries are students entering a B.C. University who have previously completed Grade 12 at a B.C. secondary school, and who have not been granted any university equivalent credit (advance credit) prior to enroling in the university. The data for UBC however, includes advance credit because identification of students with advance credit cannot be made in the Link File.

The following University Basis of Admission codes in the Link File were selected:

- UBC: '1 High School', '2 Senior Matriculation', '9 IB/AP Students'.
- UVIC: 'BCCUR Secondary School current year (Grade 12) BC', 'BCGRD Secondary School prior to current year BC'.
- SFU: 'BC12 BC Grade 12'.

Eligible/Ineligible for University Admission: University eligibility is determined by a secondary school GPA greater than or equal to 2.50. Eligibility is determined irrespective of whether the student attempted to enter university. Ineligibility is determined by a secondary school GPA less than 2.50, or insufficient courses. The university eligibility measure is meant to indicate potential demand for admission, not accessibility. The GPA is based upon English 12 plus a selection of the three highest graded courses from the following list below. Note that as per the Ministry of Education, failed courses are not counted. For a fuller description of individual course codes, readers should refer to The Secondary School Liaison Report (SIRI).

- Provincial Exam Courses: Biology, Chemistry, English Literature, English, French, Geography, Geology, German, History, Latin, Mathematics, Physics, Spanish.
- Other Secondary (Grade 12) Courses: Biology, Chemistry, English Literature, English, French, Geography, Geology, German, History, Latin, Mathematics, Physics, Spanish, Survey Mathematics, Western Civilization, Writing, Computer Science, Japanese, Mandarin.

Fall Session: Academic Fall Session is the period beginning September 1 and ending December 31. Any enrolment record/course duration which touches this

period is counted in the Fall Session. The Nonacademic Fall Session is determined on October 31; any nonacademic enrolment record/course duration which touches this day is counted in the Fall Session.

First Time Enrolment: Students enroled in a particular institution for the first time. (Also referred to as New Students.) Cohorts selected for the retention analysis are new to the institution and new to academic programs.

Grade Point Average (GPA): Each institution's grading system is converted to a standardized 4.00 grade point scale.

Retention: A system retention has been taken as the primary view in this report. Retention is measured from Fall session to Fall session.

University Transfer: students transferring from a B.C. University to another B.C. University, and having been admitted as a "university transfer". The following University Basis of Admission codes in the Link File were selected:

- UBC: '4 University Transfer'. (Includes admittees from outside of B.C.. Identification of out-of-province students cannot be made in the Link File.)
- UVIC: 'BCUNI University from BC'.
- SFU: 'BCUN Transfer from a BC University'.

University Year Level: is determined by calculation of the total number of academic courses completed. Second year level is determined when over 10 to 20 courses have been completed; third year level is determined when over 20 to 30 courses have been completed, and fourth year level is determined when over 30 to 40 courses have been completed

Endnotes

1 These should ease efforts, in the future, to produce the results of the analyses contained in this report at a more detailed level. In the course of producing this report, these variables improved the efficiency of File processing and eased efforts to reconcile the results produced with those produced in other Link analyses.

2 See Strategic Information Group (B.C. Research), *University Articulation and Degree Completion: 1986-1989*, Victoria, BCCAT, October, 1990.

3 Source: Grade 12 enrolment data obtained from Link File Phase 3.

4 Source: Link File Phase 3. Comparable data for UBC not available in the Link File for 1983 to 1991.

5 Source: University Institutional Analysis data as summarized for MSTL.

6 Those variables are all based on either a Fall or academic year perspective of available Link data; further tuning of analytic variables is needed to expand the time periods covered and reconciled in Link analyses.

7 They remained, however, higher than in 1988 (the first year for which comparisons are possible).

8 This is an immediate transfer rate for a specific cohort of college leavers. It differs from the transfer rate published from the Link File in 1990 (which was reported as roughly 30% for each Fall for 1987-1989. Some key reasons: the 13% transfer rate ignores delays in the time between leaving college and attending university (although, as noted below, this seems an unlikely explanation; most college transfers move right away from college to university); that earlier analysis included SFU's Spring session intake of college transfers in the Fall counts; and the previous count may have underestimated the total number of academic program completors at college (a result of SIRI's improving the Link File's ability to identify college students' Fields of Study).

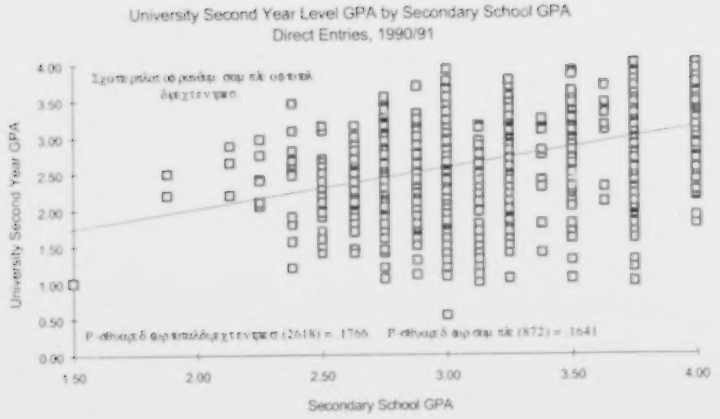
9 How much larger? If one applies the above ratios to the Spring 1991 admissions and transitions data, then the 'transfer' rate of students who left college in Spring 1991 could be as high as 59%; when weighted by the numbers of academic courses earned at college, the rate would be even higher. Further work is needed to test and refine appropriate definitions of university transfer and university transition rates. University admissions practices tell only part of the story. Colleges' role as transitory institutions tell another part of the story. They serve, and yield, many students whose admission status at university belies their participation at college.

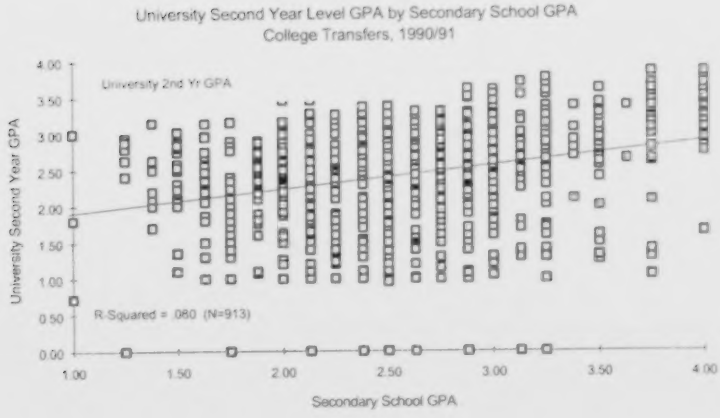
10 That is, attended one or more Fall sessions and one or more Spring sessions with a break in between.

11 See SIRI, *1993 B.C. Colleges and Institutes Student Outcomes Report*. Victoria: B.C. Ministry of Skills, Training and Labour, March 1994, Pg. 30.

12 Note that this observation is drawn on the basis of relatively few such students.

13 These results are comparable to those reported by B.C. Research in 1990. See Strategic Information Group (B.C. Research), *op. cit.* They are, however, lower than the correlations produced in similar analyses done by SFU's Office of Analytic Studies. Those SFU analyses are more refined than those done in this report; SFU's correlations are limited to those direct entries who came to SFU within 12 months of completing secondary school. SIRI's analyses show the grade correlations of all direct entries and all college transfers, regardless of when they began their university studies and regardless of how quickly they began those studies after completing secondary school. When SIRI tested the Link data to more closely replicate SFU's analyses, higher correlations emerged; SFU Direct Entries' second year university GPAs when compared with secondary school GPAs yielded an r-square of .2690 on an N of 420.



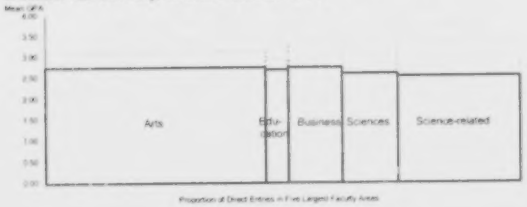


[14] Since this study, SIRI has analyzed retention data from the B.C. Educational Records Linkage File Phase 4. There are some significant differences between the Phase 3 data (on which the BCCAT report is based) and Phase 4 data. Phase 4 college first time enrolments in Fall 1988 are more than double for some institutions. There are some large differences, and some similarities between Phase 3 and Phase 4 results, we have yet to fully identify these. In Phase 3, Fall to Spring first year college retention rates are comparable. But after four years, college retention rates are much lower in Phase 4 (71% exited the system vs 49% in the previous analysis). Reconciliation was limited because the cohorts for these later analyses differ slightly from the cohorts in the BCCAT study (ie they are new to academic studies, not necessarily new to the institution; they must be both for the BCCAT cohort). Reconciliation was also limited to one session. SIRI has thus far, only examined the differences in the college system; the university system is yet to be reconciled between the two Phases. And this testing did not cover Fall 1988 to Fall 1992. Technical notes have been prepared

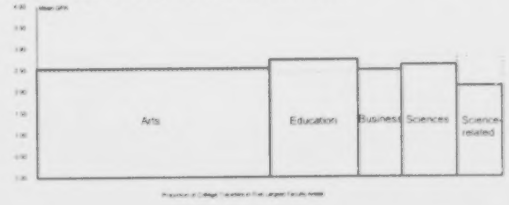
explaining what SIRI has discovered thus far. See SIRI, *B.C. College Retention Rates of First Time Enrolees, Fall Session 1989 - 1992, Notes and Tables for Use in Patty Beatty-Guenter's Doctoral Research*, August, 1994.

15 See SIRI, *Some Details on Enrolments in, and Flows Through, College Academic Programs* (Report Prepared for the Enrolment Management Committee of the B.C. Ministry of Skills, Training and Labour), Victoria: Ministry of Skills, Training and Labour. SIRI's original analyses of cohort retention data for college academic students was based on all those who were first time college students. It yielded an N of 11,220. This analysis refined that earlier analysis by restricting the cohort to those who were first time at college in academic programs. It yielded almost 30% fewer students.

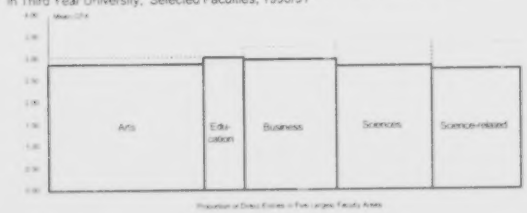
Comparison of Secondary School GPA and University GPA of Direct Entries in Second Year University, Selected Faculties, 1990/91



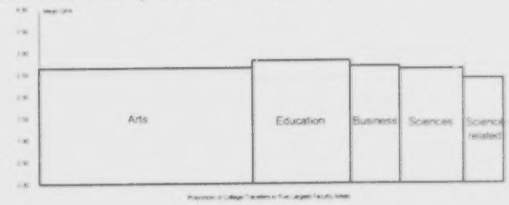
Comparison of Secondary School GPA and University GPA of College Transfers in Second Year University, Selected Faculties, 1990/91



Comparison of Secondary School GPA and University GPA of Direct Entries in Third Year University, Selected Faculties, 1990/91



Comparison of Secondary School GPA and University GPA of College Transfers in Third Year University, Selected Faculties, 1990/91



In the above graphics, Secondary School GPA is shown as dotted lines, and University GPA is shown as solid lines.

Two implications arise. First, many of those entering academic studies at college for the first time are *not* first time college students. The extent to which this is the result of inconsistent classifications of career and academic students (in particular, those studying in Business) is unknown. Second, assumptions made regarding the populations of interest to researchers via the Link File can yield dramatically different N's. The extent to which these varying assumptions and varying populations yield dramatically different pictures of the issues being analyzed is known only for the particular issue assessed in this section of this report. Few (if any) of the analyses now being done using Link data call for assessments of the sensitivity of the results being produced to the assumptions being made. Users should be cautioned against concluding that the results coming from Link analyses provide definitive evidence of student flows; they provide new evidence. The extent to which that new evidence is definitive awaits further testing.

16 Also ignored in this analysis is the extent to which this cohort retention pattern is exceptional when compared with the university sector. It may not be. It is another unknown.

[17] In these comparisons, only community college and university data are compared. The attributes of students admitted to university colleges vary, as do the attributes and retention rates of individual community colleges. The relationship between student attributes and retention rates remains a mystery. Cariboo, for instance, admitted older students (average age of 23.2) , high achieving students (mean B.C. secondary school GPA of 2.55), and many who had not attended a B.C. secondary school (47% compared to a system average of 83%). The retention rate of its students within the B.C. post-secondary system three years after initial admission: 41% compared to a system average of 61% (all B.C. colleges, all B.C. universities). The most we know at this stage? Their retention rate differs from the norm; the students served differ from the norm.

[18] Initial analyses caught all (undergraduate and graduate) degrees, diplomas, and certificates. Subsequent analyses were limited to undergraduate degrees only, at the suggestion of institutional researchers at UBC and SFU. Subsequent analyses revealed a problem with UVic data: sessional records for students who were enroled in 1982 but began at UVic prior to 1982 were not submitted to the Link File for sessions prior to 1982. This limits our ability to cleanly identify first time enrolees at UVic, particularly for 1982 and 1983.

[19] The comparison presented builds on a methodology advocated by Walter Sudmant, the Director of Institutional Analysis, Office of Budget and Analysis, UBC. See Sudmant, W., *Statistical Issues in the Analysis of Doctoral Degree Completion*. (paper presented at the 1993 AIR Forum, Chicago, Illinois) Vancouver: U.B.C. 1993.

[20] As part of cleaning up from Phase 4, SIRI is currently identifying for the Link File Management Committee how course subject descriptions could be standardized via future data submissions.

[21] These analyses are substantially less than originally planned. Why?

Efforts to identify mathematics courses are problematic for university data (because of UBC) and arduous for college data. Consider what happened when we tried to identify university math courses.

For UVIC and SFU, it was relatively straight forward; course name codes are labeled as "MATH" or "STAT". For UBC, this field is not alpha coded but coded with a 3 digit number; there was no apparent way to identify the course subject. An assumption was made that these 3 digit codes in the Link File represent UBC department codes based on the following tests.[21] Testing occurred. It involved running a code against student records such as major program of study, and against the course number field. In the cases tested, student major seemed to match up with the course code. For example, Physical Education majors appeared with the Physical Education department code. A variety of major programs of study appeared when run against the mathematics and statistics department codes which is to be expected since these courses service many other students besides mathematics or statistics majors. The course numbers could be found in many cases, in UBC's course calendar. For example, the course numbers associated with the Physical Education department code could be matched in the calendar listing of physical education courses.

Problems multiplied when we attempted to identify college math courses. The rules used successfully on SFU and UVic data to identify university math courses did not work when used to identify comparable college courses. Only about half of all the colleges use a similar coding system as the universities in naming their mathematics courses.

Some other solution had to be found. The college course segment in the Link File contains a field of Post-Secondary Discipline Codes. Normally, PDC 5411 should be Math. However, a random check of colleges shows that using only this field to select mathematics courses (a PDC of 5411) does not work for all the colleges. For example: Capilano College's field shows zeros; Vancouver Community College (King Edward and City Centre) PDC fields are blank, and the Open Learning Agency's PDC codes are not 5411 for mathematics courses. Therefore, the course name field must be used in some instances to identify mathematics courses. Not all the colleges use an alpha code such as "MATH" (for example, Langara) but rather a numeric code which cannot be identified in the course calendar. Other colleges adopt an alphanumeric code which will include "MATH" and a series of digits which cannot be matched in the

course calendar (for example, Capilano may use "MATH10001"). Likely, these are 3-digit course numbers plus 2-digit section numbers. Identification of mathematics courses at the college level therefore requires the development of new routines to standardize the values now contained in certain fields on the college course segment of the Link File; those rules will have to check, by institution, both PDC codes and course names. In addition, those rules will have to be maintained each year to account for changing record keeping practices (especially as new student records systems conversions occur).

The variations in college subject codes now on the File, and unstandardized, is considerable. For example: Camosun uses "MATH 100"; North Island uses "MAT 181", Langara uses "5B1131" (assuming this is a mathematics course since the PDC code is 5411); and Northern Lights uses a variation ("MATH105AR", "MATH 104").

Still the problems continued. For those Math course that we could identify, we needed to identify specific subjects such as "calculus". The Link File has no code that designates "calculus" courses. Communications with Registrar's Offices revealed that this type of information is not automated within the institutional records systems; its creation would require the creation of look-up tables, manually produced by reading each institution's course calendar and identifying from those calendars calculus course names and numbers on the basis of the course title and description. This procedure would have to be repeated for each year of data in the Link File in order to account for course name/number changes.

Discussions with personnel in the Registrar's Office, the programmers involved with UBC's Link File submissions, and the institutional research office could not shed any light on decoding the course name field in the Link File. The "discovery" that the 3-digit code submitted by UBC was a department code was actually a serendipitous finding in which a SIRI analyst noticed the similarity in range of codes in the Link File and in UBC's department codes. Walter Sudmant from UBC was helpful in reviewing results of the testing.

Other limitations in the mathematics data? As described in the beginning of this report (Overriding Limitations), determination of year level and course earned will also have direct effects on the mathematics data compiled in Tables 12, 12A and 12B.

22 This finding first emerged from SIRI's analysis of 1993 college outcomes survey data (See SIRI, *1993 B.C. College Student Outcomes Report, op. cit.*). The transcript data available from the Link File for Malaspina, Cariboo, and Okanagan confirm this earlier finding. Consider the following graphic. It shows that, between 1986 and 1991, the numbers of college transfers admitted from these university colleges to UBC and SFU grew more for Sciences and Applied Sciences faculties than for Arts and Education faculties.

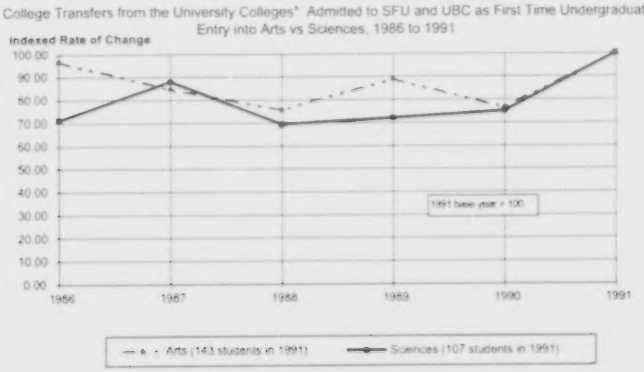


Table 1

The Link File Perspective on Trends in University Undergraduate Admissions Fall 1989 to Fall 1991

"Immediate" and "Recent" trends are presented for direct entry and transfer students compared to total undergraduate enrolment by location/sector of previous educational attendance. Admissions is measured as first time enrolment.

		Immediate Flows (a)						Recent Flows (b)	
		Fall 1989		Fall 1990		Fall 1991		Fall 1991	
		1st Time Enrolment (1) % of (2)	Total (2)	1st Time Enrolment (3) % of (4)	Total (4)	1st Time Enrolment (5) % of (6)	Total (6)	1st Time Enrolment (7) % of (8)	Total (8)
Transfers From B.C. University	N	601	1 012	538	1 001	529	947	707	2 139
	%	59%		54%		56%		33%	
Transfers From B.C. College or Institute									
... in Northern B.C.	N	177	269	207	316	237	373	261	686
... in the Interior or Kootenays	N	502	618	572	724	534	755	601	1 689
... on Vancouver Island	N	327	499	419	644	437	736	490	1 503
... in the Lower Mainland	N	1 833	3 742	1 855	3 938	1 652	4 063	1 915	9 075
Sub-Total	N	*2 839*	*5 128*	3 053	*5 622*	*2 860*	*5 927*	*3 267*	*12 953*
	%	*55%*		*54%*		*48%*		*25%*	
Direct Entries From B.C. Secondary School						(c)	(c)	(c)	(c)
... in Northern B.C.	N	240	241	218	221	114	115	118	422
... in the Interior or Kootenays	N	321	324	324	326	207	220	224	713
... on Vancouver Island	N	845	852	893	897	606	613	690	1 966
... in the Lower Mainland	N	3 174	3 234	3 238	3 316	1 605	1 645	1 680	6 710
Sub-Total	N	*4 580*	*4 651*	*4 673*	*4 760*	*2 532*	*2 593*	*2 712*	*9 811*
	%	*98%*		*98%*		*98%*		*28%*	
Total B.C. Transfers Within B.C.	N	8 020	10 791	8 264	11 383	5 921	9 467	6 686	24 903
	%	*74%*		*73%*		*63%*		*27%*	
Other Students (d)	N	6 175	40 299	6 063	41 692	7 884	45 398	7 119	29 962
	%	*15%*		*15%*		*17%*		*24%*	
GRAND TOTAL, Undergraduate Enrolments	N	*14 195*	*51 090*	*14 327*	*53 075*	*13 805*	*54 865*	*13 805*	*54 865*
	%	*28%*		*27%*		*25%*		*25%*	

Note: Withdrawals are included.

Footnotes:

(a) Immediate flows are students who moved right away from one institution in the B.C. education system to another.

(b) Recent flows are students who were enroled at some other B.C. educational institution within the previous 36 months (as determined by scanning the sessional records for all B.C. institutions).

(c) Counts are lower than they should appear due to record linkage problems with UBC's data for Fall 1991.

(d) 'Other' students include students who transferred prior to Fall/June 1988 and students who entered with no prior enrolments in the B.C. education system between 1988 and 1991, and students who transfer from out of B.C.

Source: Link File Phase 3.

Table 2

The University Admissions Perspective on Trends in University Undergraduate Admissions, Fall 1982 to Fall 1991

Direct entry and transfer students are compared to undergraduate total enrolment by location/sector of previous educational attendance. Admissions is measured as first time enrolment.

		Fall Session									
		1982(a)		1983		1984		1985		1986	
		1st Time Enrolment	Total	1st Time Enrolment	Total	1st Time Enrolment	Tot>1	1st Time Enrolment	Total	1st Time Enrolment	Total
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		% of (2)		% of (4)		% of (6)		% of (8)		% of (10)	
Transfers From B.C. University (b)	N	1 458	3 569	1 593	4 181	1 681	4 589	1 706	5 539	1 368	5 717
	%	40.9%		38.1%		36.6%		30.8%		23.9%	
Transfers From B.C. College or Institute (b)	N	2 786	6 609	2 143	7 080	1 977	7 192	2 101	7 449	2 197	7 680
	%	42.2%		30.3%		27.5%		28.2%		28.6%	
Direct Entries From B.C. Secondary School (b,c)	N	6 650	16 999	4 473	17 258	3 644	16 236	3 523	15 001	3 652	14 506
	%	39.1%		25.9%		22.4%		23.5%		25.2%	
Total B.C. Transfers Within B.C.	N	*10 894*	*27 177*	*8 209*	*28 519*	*7 302*	*28 017*	*7 330*	*27 989*	*7 217*	*27 903*
	%	*40.1%*		*28.8%*		*26.1%*		*26.2%*		*25.9%*	
Other Admissions (d)	N	6 458	13 842	4 641	14 322	4 127	13 973	4 044	13 931	4 193	13 918
	%	46.7%		32.4%		29.5%		29.0%		30.1%	
Total Known Admission Status	N	17 352	41 019	12 850	42 841	11 429	41 990	11 374	41 920	11 410	41 821
Unknown Admission Status	N	3 117	3 250	1 203	3 126	866	2 970	765	2 854	808	2 819
GRAND TOTAL, Undergraduate Enrolments	N	*20 469*	*44 269*	*14 053*	*45 967*	*12 295*	*44 960*	*12 139*	*44 774*	*12 218*	*44 640*
	%	46.2%		30.6%		27.3%		27.1%		27.4%	

Notes: First Time Enrolment represents students enroled in the particular institution for the first time. Withdrawals are included. Refer to Glossary for Basis of Admissions codes selected.

Footnote:

(a) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.

(b) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school, BC college transfer, or BC university transfer. Out-of-province data for UBC however, are included in these three categories because separate counts were unavailable.

(c) Direct Entries exclude advance credits for UVIC and SFU only. Advance credits data unavailable for UBC in Link File. No time frame has been applied for leaving secondary school.

(d) 'Other Admissions' will also include Direct Entries with advance credits, and Direct Entries from out of B.C. for SFU and UVic.

Source: Link File Phase 3.

Table 2 (continued)

The University Admissions Perspective on Trends in University Undergraduate Admissions, Fall 1982 to Fall 1991

Direct entry and transfer students are compared to undergraduate total enrolment by location/sector of previous educational attendance. Admissions is measured as first time enrolment.

Fall Session

1987		1988		1989		1990		1991
1st Time Enrolment	Total	1st Time Enrolment	Total	1st Time Enrolment	Total	1st Time Enrolment	Total	1st Time Enrolment
(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
% of (12)		% of (14)		% of (16)		% of (18)		% of (20)
1 288	5 962	1 446	5 826	1 411	5 089	1 209	4 558	773
21.6%		24.8%		27.7%		26.5%		15.9%
2 355	8 121	2 205	8 294	2 449	9 072	2 745	9 779	2 558
29.0%		26.6%		27.0%		28.1%		25.2%
4 091	14 875	4 286	15 346	4 601	17 070	4 790	18 110	4 903
27.5%		27.9%		27.0%		26.4%		26.5%
7 734	*28 958*	*7 937*	*29 466*	*8 461*	*31 231*	*8 744*	*32 447*	*8 234*
26.7%		*26.9%*		*27.1%*		*26.9%*		*24.6%*
4 587	14 908	4 035	15 365	4 192	15 588	3 797	15 273	2 915
30.8%		26.3%		26.9%		24.9%		20.5%
12 321	43 866	11 972	44 831	12 653	46 819	12 541	47 720	11 149
994	2 982	1 103	3 350	1 542	4 271	1 786	5 355	2 656
13 315	*46 848*	*13 075*	*48 181*	*14 195*	*51 090*	*14 327*	*53 075*	*13 805*
28.4%		*27.1%*		*27.8%*		*27.0%*		*25.2%*

Table 3

University Transfer Rates by College Previously Attended 1988 to 1991

Rates are based on students transferring to university as first time enrolees.

	College Leavers in Spring (a):			
	Number of Students			
from ...	1988	1989	1990	1991
	1	2	3	4
Northern B.C.				
Northwest	124	155	208	188
Northern Lights	202	164	218	251
New Caledonia	480	472	512	642
Sub-Total	*806*	*791*	*938*	*1 081*
Interior and Kootenays				
Cariboo	545	535	560	687
Okanagan	1 181	1 007	1 203	1 275
Selkirk	336	286	366	424
East Kootenay	179	205	278	244
Sub-Total	*2 241*	*2 033*	*2 407*	*2 630*
Island Colleges				
North Island	572	549	619	463
Malaspina	646	709	996	1 009
Camosun	703	867	1 047	937
Sub-Total	*1 921*	*2 125*	*2 662*	*2 409*
Lower Mainland				
Capilano	1 137	1 332	1 336	1 344
Douglas	997	1 152	1 511	1 165
Fraser Valley (d)	n/a	499	554	485
Kwantlen	1 344	1 422	1 344	1 671
VCC Langara	2 968	2 268	2 344	2 001
Open Learning Agency	2 217	2 441	2 706	3 032
Sub-Total	*8 663*	*9 114*	*9 795*	*9 698*
Total	*n/a*	*14 063*	*15 802*	*15 818*

Footnotes:

(a) Students enroled in an academic program at a B.C. College in Spring (excluding withdraws) but were no longer enroled in any program at that college the following Fall session.

(b) Students who were enroled at a B.C. College in Spring (excluding withdraws), then enroled for the first time at UBC, UVic or SFU in the following Fall session, and didn't withdraw that session.

(c) Students who were enroled at a B.C. College in Spring (excluding withdraws), then enroled for the first time in a different College the following Fall session, and didn't withdraw that session.

(d) Data not available for Fraser Valley prior to Fall 1988.

Source: Link File Phase 3.

Table 3 (continued)

University Transfer Rates by College Previously Attended 1988 to 1991

Rates are based on students transferring to university as first time enrolees.

University Transfer Rates of 1st Time Enrolees % of These Leavers Who Enroled in University in the Immediate Following Fall (b)				Other Post Secondary Transfer Rates (c) % of These Leavers Who Enroled in Another College, in an Academic Program in the Immed. Following Fall			
1988	1989	1990	1991	1988	1989	1990	1991
% of 1	% of 2	% of 3	% of 4	% of 1	% of 2	% of 3	% of 4
14.5%	25.8%	15.4%	25.0%	6.5%	10.3%	8.2%	12.8%
4.5%	7.3%	3.2%	10.8%	3.0%	5.5%	5.0%	4.0%
13.8%	19.1%	22.7%	19.8%	5.6%	6.1%	6.4%	5.0%
11.5%	*18.0%*	*16.5%*	*18.6%*	*5.1%*	*6.8%*	*6.5%*	*6.1%*
23.7%	25.8%	22.0%	17.6%	6.1%	4.9%	3.4%	4.4%
20.1%	21.2%	19.7%	18.0%	4.8%	4.5%	4.3%	4.3%
17.9%	18.9%	17.2%	11.6%	2.7%	4.2%	8.7%	8.7%
7.8%	14.1%	18.3%	16.4%	3.4%	5.9%	8.6%	3.7%
19.6%	*21.3%*	*19.7%*	*16.7%*	*4.7%*	*4.7%*	*5.3%*	*5.0%*
0.5%	4.0%	3.4%	4.1%	1.4%	1.6%	3.1%	1.9%
9.1%	11.3%	8.8%	11.9%	2.3%	2.1%	2.3%	2.5%
11.2%	12.6%	15.1%	16.2%	1.7%	2.5%	2.1%	1.9%
7.3%	*9.9%*	*10.0%*	*12.1%*	*1.8%*	*2.2%*	*2.4%*	*2.2%*
17.0%	19.6%	19.0%	19.5%	2.5%	2.3%	2.8%	2.8%
12.0%	14.9%	15.0%	16.1%	4.2%	2.7%	2.1%	2.5%
n/a	10.8%	11.4%	8.9%	n/a	3.0%	3.4%	3.3%
9.5%	12.2%	12.6%	12.0%	3.8%	3.6%	2.3%	3.3%
16.8%	22.1%	19.8%	18.5%	2.8%	4.1%	4.1%	4.0%
3.6%	3.0%	3.2%	3.1%	2.6%	1.9%	2.8%	2.1%
11.8%	*13.6%*	*12.9%*	*11.9%*	*3.0%*	*2.9%*	*3.0%*	*2.9%*
n/a	*14.4%*	*13.7%*	*13.2%*	*n/a*	*3.3%*	*3.4%*	*3.4%*

Table 4
College Spring Leavers' College Attendance and Course-Taking Pattern Over the Final Two Years Before Exiting 1988 to 1991

	Sessions Attended (a)	Number of College Spring Leavers (b)			
	"S" = Spring "F" = Fall	1988	1989	1990	1991
Students Who Were in Academic Studies in the B.C. Post Secondary Education System	Spring	13 631	14 063	15 802	15 818
... only attended the last Spring Session	_ _ _ S	3 244	3 294	3 906	3 614
percentage of the Leavers in Spring		*23.8%*	*23.4%*	*24.7%*	*22.8%*
... attended the last Spring & one other session					
Immediate Preceding Fall	_ _ F S	5 554	5 807	6 221	6 230
Preceding Spring	_ S _ S	159	197	195	238
Second Preceding Fall	F _ _ S	10	9	8	8
Sub-Total	1 session & S	*5 723*	*6 013*	*6 424*	*6 476*
percentage of the Leavers in Spring		*42.0%*	*42.8%*	*40.7%*	*40.9%*
... attended the last Spring & two other sessions					
Immed. Preceding Fall & Immed. Preceding Spri	_ S F S	4 146	4 052	4 648	4 966
Immed. Preceding Spring & Second Preceding F	F S _ S	63	92	97	86
Immed. Preceding Fall & Second Preceding F	F _ F S	11	18	25	17
Sub-Total	2 sessions & S	*4 220*	*4 162*	*4 770*	*5 069*
percentage of the Leavers in Spring		*31.0%*	*29.6%*	*30.2%*	*32.0%*
... in all of the Sessions	F S F S	444	594	702	659
percentage of the Leavers in Spring		*3.3%*	*4.2%*	*4.4%*	*4.2%*

Footnotes:

(a) This column shows the type of attendance patterns in the final two fall and spring sessions before leaving college. For example, for Spring Leavers in 1991, 'FSFS' means students attended in Fall 1989, Spring 1990, Fall 1990 and Spring 1991. 659 of the total 15 818 Spring Leavers in 1991 had this attendance pattern. An underline indicates that students did not attend the session. 'F _ _ S' means that students attended Fall 1989, were absent in Spring 1990, absent in Fall 1990, and attended Spring 1991. 8 of the 15 818 Spring Leavers in 1991 had this attendance pattern.

(b) Students enroled in an academic program at a B.C. College in Spring (excluding withdraws) but were no longer enroled in any program at that college the following Fall session.

(c) Cumulative academic courses earned at the end of Spring. Includes all academic courses completed in B.C. public education system during the last two academic years, including any courses earned in the summer session.

(d) These cumulative academic courses represent, respectively for 1990 and 1991, 84% and 82% of all courses earned in the B.C. public education system during the last four years.

Source: Link File Phase 3.

Table 4 (continued)
College Spring Leavers' College Attendance and Course-Taking Pattern Over the Final Two Years Before Exiting 1988 to 1991

Cumulative Academic Courses Earned at End of Spring (c)				Ratio of Courses to Students			
1988	1989	1990 (d)	1991 (d)	1988	1989	1990	1991
65 524	69 875	77 390	78 127	4.8	5.0	4.9	4.9
2 742	2 809	3 258	3 447	0.8	0.9	0.8	1.0
4.2%	*4.0%*	*4.2%*	*4.4%*				
21 524	23 840	24 261	23 756	3.9	4.1	3.9	3.8
315	382	418	550	2.0	1.9	2.1	2.3
11	18	13	15	1.1	2.0	1.6	1.9
21 850	*24 240*	*24 692*	*24 321*	3.8	4.0	3.8	3.8
33.3%	*34.7%*	*31.9%*	*31.1%*				
37 120	37 807	42 963	44 956	9.0	9.3	9.2	9.1
298	393	348	401	4.7	4.3	3.6	4.7
43	51	91	71	3.9	2.8	3.6	4.2
37 461	*38 251*	*43 402*	*45 428*	8.9	9.2	9.1	9.0
57.2%	*54.7%*	*56.1%*	*58.1%*				
3 471	4 575	6 038	4 931	7.8	7.7	8.6	7.5
5.3%	*6.5%*	*7.8%*	*6.3%*				

Table 5

University Transfer Students' Total College Courses Earned by College Previously Attended, 1988 to 1991

University transfer rates are based on the cumulative college academic courses earned by students transferring to university as first time enrolees.

	College Leavers in Spring (a)			
	Number of Cumulative Academic Courses Earned (c)			
from ...	1988	1989	1990	1991
	1	2	3	4
Northern B.C.				
Northwest	560	787	1 072	1 140
Northern Lights	596	813	1 004	1 187
New Caledonia	2 884	2 951	3 326	3 334
Sub-Total	*4 040*	*4 551*	*5 402*	*5 661*
Interior and Kootenays				
Cariboo	4 358	4 206	3 953	4 922
Okanagan	7 344	6 804	8 269	8 627
Selkirk	2 151	1 997	2 324	2 317
East Kootenay	879	1 035	1 525	1 496
Sub-Total	*14 732*	*14 042*	*16 071*	*17 362*
Island Colleges				
North Island	446	465	676	690
Malaspina	4 003	4 027	4 455	5 188
Camosun	4 040	4 635	5 640	5 054
Sub-Total	*8 489*	*9 127*	*10 771*	*10 932*
Lower Mainland				
Capilano	6 820	7 714	8 044	8 363
Douglas	4 704	6 011	6 864	6 045
Fraser Valley (e)	n/a	1 977	3 336	2 612
Kwantlen	5 384	6 161	6 051	7 761
VCC Langara	16 856	15 116	14 852	12 982
Open Learning Agency	4 499	5 176	5 999	6 409
Sub-Total	*n/a*	*42 155*	*45 146*	*44 172*
Total	*n/a*	*69 875*	*77 390*	*78 127*

Footnotes:

(a) Students enroled in an academic program at a B.C. College in Spring (excluding withdraws) but were no longer enroled in any program at that college the following Fall session.

(b) Students who were enroled at a B.C. College in Spring (excluding withdraws), then enroled for the first time in a different College the following Fall session, and didn't withdraw that session.

(c) Cumulative academic courses earned at the end of Spring. Includes all academic courses earned in the B.C. public education system during the last two academic years.

(d) Students who were enroled at a B.C. College in Spring (excluding withdraws), then enroled for the first time at UBC, UVic or SFU in the following Fall session, and did not withdraw from that session.

(e) Data not available for Fraser Valley before Fall 1988.

Source: Link File Phase 3.

Table 5 (continued)

University Transfer Students' Total College Courses Earned by College Previously Attended, 1988 to 1991

University transfer rates are based on the cumulative college academic courses earned by students transferring to university as first time enrolees.

University Transfer Rates of First Time Enrolees				Other Post Secondary Transfer Rates (b)			
% of Those Courses Earned by Students Who Enroled in University in the Immediate Following Fall (d)				% of those Courses Earned by Students Who Enroled in Another College Acad. Program in the Imm. Following Fall			
1988	1989	1990	1991	1988	1989	1990	1991
% of 1	% of 2	% of 3	% of 4	% of 1	% of 2	% of 3	% of 4
26.8%	41.6%	27.0%	36.8%	9.6%	13.1%	12.0%	16.5%
6.5%	13.0%	8.0%	21.0%	4.2%	9.6%	4.9%	4.0%
24.5%	32.3%	41.3%	32.2%	4.8%	5.5%	6.7%	6.4%
22.2%	*30.4%*	*32.2%*	*30.8%*	*5.4%*	*7.6%*	*7.4%*	*7.9%*
39.7%	43.1%	40.9%	33.7%	5.4%	5.0%	2.8%	3.7%
41.7%	38.8%	36.5%	33.6%	5.3%	3.9%	4.6%	5.2%
31.8%	31.9%	27.2%	21.3%	4.6%	4.0%	11.6%	15.1%
17.0%	33.6%	35.4%	28.9%	2.5%	6.7%	10.8%	5.7%
38.2%	*38.7%*	*36.1%*	*31.6%*	*5.1%*	*4.4%*	*5.8%*	*6.1%*
2.2%	17.2%	12.6%	12.5%	2.2%	2.6%	7.2%	4.2%
16.5%	23.4%	22.7%	25.6%	2.2%	2.9%	3.9%	2.4%
20.4%	21.6%	24.8%	28.1%	1.4%	2.8%	2.8%	2.5%
17.6%	*22.2%*	*23.1%*	*25.9%*	*1.8%*	*2.8%*	*3.5%*	*2.6%*
31.8%	34.5%	32.5%	33.3%	2.0%	1.7%	3.1%	2.5%
22.8%	28.1%	30.6%	27.2%	4.4%	1.6%	2.0%	2.0%
n/a	18.3%	23.4%	19.1%	n/a	2.8%	3.5%	4.0%
24.0%	28.6%	31.2%	26.3%	3.6%	3.8%	2.4%	4.1%
29.0%	34.2%	31.1%	28.8%	2.4%	3.0%	3.4%	3.3%
n/a	8.7%	9.7%	8.5%	3.2%	1.5%	3.7%	2.2%
n/a	*28.7%*	*27.8%*	*25.5%*	*n/a*	*2.5%*	*3.0%*	*3.0%*
n/a	*30.0%*	*29.2%*	*27.3%*	*n/a*	*3.3%*	*4.0%*	*4.0%*

Table 6

University Transfer Rates by Student Faculty at Point of University Entrance, 1988 to 1991

Rates based on student transfers, and their cumulative college academic courses earned are shown. These students are first time enrolees at the university.

	Number of Students			
	1988	1989	1990	1991
Total College Spring Leavers (a)	13 631	14 063	15 802	15 818
... at University as First Time Enrolees in Fall (b)	1 692	2 024	2 158	2 086
Transfer Rate to University	12.4%	14.4%	13.7%	13.2%
% Distribution by Faculty of Entrance				
ARTS & SCIENCES				
Arts (c)	36.94%	35.92%	30.03%	29.19%
Sciences	12.17%	9.44%	10.29%	9.40%
Unspecified Arts & Sciences (d)	16.90%	17.44%	21.18%	21.14%
Sub-total	*66.02%*	*62.80%*	*61.49%*	*59.73%*
BUSINESS ADMIN. / COMMERCE	8.51%	10.08%	8.11%	7.57%
EDUCATION & PHYSICAL ED.	11.05%	12.15%	15.62%	16.30%
SPECIALIZED FACULTIES				
Creative Arts				
Fine Arts	0.89%	1.43%	1.44%	1.63%
Music	0.30%	0.20%	0.09%	0.10%
Sub-total	*1.18%*	*1.63%*	*1.53%*	*1.73%*
Science-related (e)				
Agriculture	0.41%	0.79%	0.74%	0.77%
Applied Science	7.33%	6.27%	6.72%	5.56%
Family & Nutritional Sciences	0.53%	0.40%	0.56%	0.72%
Forestry	0.41%	0.89%	0.83%	0.86%
Nursing	0.89%	1.48%	0.74%	0.81%
Sub-total	*9.57%*	*9.83%*	*9.59%*	*8.72%*
OTHER (f)	2.01%	1.83%	1.95%	1.97%
TOTAL KNOWN FACULTIES	98.35%	98.32%	98.29%	96.02%
NUMBER OF STUDENTS IN UNKNOWN FACULTIES	28	34	37	83
%	1.65%	1.68%	1.71%	3.98%
Spring Leavers Who Have Enroled in an Academic Program at Another College the Following Fall (g)	441	461	544	531
Transfer Rate to College	26.1%	22.8%	25.2%	25.5%

Footnotes:
(a) Students (or courses earned by students) enroled in an academic program at a B.C. College in Spring (excluding withdraws) but were no longer enroled in any program at that college the following Fall session.
(b) Students (or courses earned by students) who were enroled at a B.C. College in Spring (excluding withdraws), then enroled for the first time at UBC, UVic or SFU in the following Fall session. Withdrawals are excluded.
(c) Arts includes 'Arts' and 'Other Humanities'.
(d) Faculty of Arts and Sciences at the University of Victoria.
(e) For Science-related faculties: Agriculture, Family and Nutritional Sciences, Forestry, Nursing at UBC only.
Applied Science – At SFU: includes programs in Communication, Computing Sci., Engineering Science, Kinesiology, and Natural Resources Management. At UVIC: includes Engineering. At UBC: includes Engineering, and Architecture.
(f) 'Other' includes the following professional faculties: law, medicine, and dentistry.
(g) Students (or courses earned by students) who were enroled at a B.C. College in Spring (excluding withdraws), then enroled for the first time in a different College the following Fall session, and did not withdraw from that session.

Source: Link File Phase 3.

Table 6 (continued)

University Transfer Rates by Student Faculty at Point of University Entrance, 1988 to 1991

Rates based on student transfers, and their cumulative college academic courses earned are shown. These students are first time enrolees at the university.

Number of College Academic Courses Earned to End of Spring Session (a)				
1988	1989	1990	1991	
65 524	69 875	77 390	78 127	*Total Courses Earned by College Spring Leavers (a)*
17 902	20 931	22 611	21 311	*Number of Courses Already Earned (b)*
27.3%	30.0%	29.2%	27.3%	*Transfer Rate to University*
				% Distribution of Courses by Student's Faculty of Entrance
				ARTS & SCIENCES
37.49%	37.07%	32.23%	31.69%	Arts (c)
13.18%	10.19%	11.39%	10.41%	Sciences
17.26%	17.76%	21.03%	22.36%	Unspecified Arts & Sciences (d)
67.93%	*65.02%*	*64.65%*	*64.46%*	*Sub-total*
8.33%	9.90%	7.61%	7.87%	*BUSINESS ADMIN. / COMMERCE*
9.85%	11.44%	14.63%	14.16%	*EDUCATION & PHYSICAL ED.*
				SPECIALIZED FACULTIES
				Creative Arts
0.50%	0.89%	0.95%	0.85%	Fine Arts
0.22%	0.21%	0.01%	0.01%	Music
0.72%	*1.10%*	*0.96%*	*0.86%*	*Sub-total*
				Science-related (e)
0.47%	0.85%	0.65%	0.74%	Agriculture
8.14%	6.24%	6.67%	5.59%	Applied Science
0.57%	0.45%	0.49%	0.69%	Family & Nutritional Sciences
0.35%	0.88%	0.86%	0.99%	Forestry
0.54%	0.98%	0.38%	0.46%	Nursing
10.06%	*9.42%*	*9.05%*	*8.47%*	*Sub-total*
2.28%	2.35%	2.26%	2.58%	*OTHER (f)*
99.18%	99.23%	99.16%	98.40%	*TOTAL KNOWN FACULTIES*
147	161	191	340	*NO. COURSES EARNED BY STD'S IN UNKNOWN FAC'S*
0.82%	0.77%	0.84%	1.60%	*%*
2 211	2 271	3 079	3 108	*Courses Earned by Spring Leavers Who Have Enroled in an Academic Program at Another College the Following Fall (g)*
3.4%	3.3%	4.0%	4.0%	*Transfer Rate to College*

Table 7

Academic Achievement of Direct Entries and College Transfers Second Year Level (a), by Faculty, 1990/91

Faculty	Direct Entries (b)					
	Total Number of Students in Faculty	Mean 2nd yr. GPA (c)	Students Achieving 'A' Average (d)	Students Achieving 'B' Average (d)	Students Achieving 'C' Average (d)	Students Achieving '< C' Average (d)
ARTS & SCIENCES						
Arts (f)	1 549	2.75	97	618	411	115
% distribution of letter grades			7.8%	49.8%	33.1%	9.3%
Sciences	866	2.54	89	186	248	166
% distribution of letter grades			12.9%	27.0%	36.0%	24.1%
Unspecified Arts & Sciences (g)	375	2.73	49	156	122	46
% distribution of letter grades			13.1%	41.8%	32.7%	12.3%
Sub-total	*2 790*	*2.69*	*235*	*960*	*781*	*327*
% distribution of letter grades			10.2%	41.7%	33.9%	14.2%
BUSINESS ADMIN. / COMMERCE	378	2.76	34	159	93	29
% distribution of letter grades			10.8%	50.5%	29.5%	9.2%
EDUCATION & PHYSICAL ED.	158	2.70	15	70	38	19
% distribution of letter grades			10.6%	49.3%	26.8%	13.4%
SPECIALIZED FACULTIES						
Creative Arts						
Fine Arts	65	2.84	4	43	15	3
% distribution of letter grades			6.2%	66.2%	23.1%	4.6%
Music	19	2.81	2	8	3	2
% distribution of letter grades			13.3%	53.3%	20.0%	13.3%
Sub-total	*84*	*2.83*	*6*	*51*	*18*	*5*
% distribution of letter grades			7.5%	63.8%	22.5%	6.3%
Science-related (h)						
Agriculture	34	2.52	0	9	14	3
% distribution of letter grades			0.0%	34.6%	53.8%	11.5%
Applied Science	233	2.46	19	69	45	59
% distribution of letter grades			9.9%	35.9%	23.4%	30.7%
Family & Nutritional Sciences	25	2.75	2	7	7	1
% distribution of letter grades			11.8%	41.2%	41.2%	5.9%
Forestry	6	2.44	0	1	5	0
% distribution of letter grades			0.0%	16.7%	83.3%	0.0%
Nursing	91	3.02	12	45	14	2
% distribution of letter grades			16.4%	61.6%	19.2%	2.7%
Sub-total	*389*	*2.61*	*33*	*131*	*85*	*65*
% distribution of letter grades			10.5%	41.7%	27.1%	20.7%
OTHER (i)	32	3.12	2	18	3	1
Unknown	25	3.23	10	12	3	0
TOTAL UNDERGRADUATE	*3 856*	*2.70*	*335*	*1 401*	*1 021*	*446*
% distribution of letter grades			10.5%	43.7%	31.9%	13.9%

Footnotes:

(a) Year level is determined by cumulative academic courses earned. Note that for college transfer students, the courses counted will include academic courses earned at college regardless of the transfer status of the course(s). Refer to Glossary for definition of year level.

(b) Based upon university bases of admissions codes. Refer to Glossary for definitions.

(c) GPA reflects academic year. Excludes students who withdrew.

(d) Percentage of "No. Students Counted to Calculate University GPA" column. Letter grade classification show below: 'A' if GPA > 3.53; 'B' if 3.53 >= GPA > 2.68; 'C' if 2.68 >= GPA > 2.00; '<C' if GPA < 2.00.

(e) Student count unavailable therefore, totalled GPA's are unweighted. GPA calculation based upon number of courses, not course credits.

(f) Arts includes 'Arts' and 'Other Humanities'.

(g) Faculty of Arts and Sciences at the University of Victoria.

(h) For Science-related faculties: Agriculture, Family and Nutritional Sciences, Forestry, Nursing at UBC only.
Applied Science -- At Simon Fraser University: includes programs in Communication, Computing Science, Engineering Science, Kinesiology, and Natural Resources Management. At UVIC: includes Engineering. At UBC: includes Engineering, and Architecure.

(i) 'Other' includes the following protessional faculties: law, medicine, and dentistry.

Source: Link File Phase 3.

Table 7 (continued)

Academic Achievement of Direct Entries and College Transfers Second Year Level (a), by Faculty, 1990/91

Direct Entries continued (b)			College Transfers (b)						
No. Students Counted to Calculate University GPA	Mean Secondary School GPA	No. Students Counted to Calculate Sec. Sch. GPA	Total Number of Students in Faculty	Mean 2nd yr. GPA (c)	No. Students Counted to Calculate University GPA	Mean College GPA (e)	Mean Secondary School GPA	No. Students Counted to Calculate Sec. Sch. GPA	**Faculty**
									ARTS & SCIENCES
1 241	3.14	1 172	1 262	2.53	1 096	2.91	2.50	372	Arts (f)
100.0%									
689	3.34	768	246	2.12	197	2.63	2.78	85	Sciences
100.0%									
373	3.09	329	559	2.57	558	2.43	2.63	218	Unspecified
100.0%									*Arts & Sciences (g)*
2 303	*3.20*	*2 269*	*2 067*	*2.50*	*1 851*	*2.66*	*2.58*	*675*	*Sub-total*
100.0%									
315	3.31	330	236	2.50	222	3.03	2.59	72	*BUS. ADMIN. / COMM.*
100.0%									
142	2.94	117	474	2.73	423	2.55	2.44	146	*EDUC. & PHYS. ED.*
100.0%									
									SPECIALIZED FACULTIES
									Creative Arts
65	2.93	53	39	3.01	39	1.97	2.43	10	Fine Arts
100.0%									
15	3.26	15	33	2.85	25	2.59	2.83	6	Music
100.0%									
80	*3.00*	*68*	*72*	*2.95*	*64*	*2.28*	*2.58*	*16*	*Sub-total*
100.0%									
									Science-related (h)
26	3.05	27	20	2.23	17	2.60	2.43	5	Agriculture
100.0%									
192	3.47	212	211	2.55	184	2.85	2.90	57	Applied Science
100.0%									
17	2.98	23	15	2.93	11	2.99	2.44	4	Family & Nutr. Sci.
100.0%									
6	3.05	5	10	2.60	10	2.66	2.78	4	Forestry
100.0%									
73	3.15	68	41	3.06	36	2.60	2.75	8	Nursing
100.0%									
314	*3.33*	*335*	*297*	*2.61*	*258*	*2.76*	*2.83*	*78*	*Sub-total*
100.0%									
24	3.64	30	53	2.83	45	2.29	3.07	13	*OTHER (i)*
25	2.94	4	68	3.28	66	2.55	2.19	2	*Unknown*
3 203	*3.19*	*3 153*	*3 267*	*2.58*	*2 929*	*2.64*	*2.58*	*1 002*	*TOTAL UNDERGRAD.*
100.0%									

Table 7A

Academic Achievement of College Transfers With and Without University Eligibility, Second Year Level (a), by Faculty 1990/91

Faculty	College Transfers With Eligibility (b)					
	Total Number of Students in Faculty	Mean 2nd.yr. GPA (c)	No. Students Counted to Calculate University GPA	Mean College GPA (d)	Mean Secondary School GPA	No. Students Counted to Calculate Sec. Sch. GPA
ARTS & SCIENCES						
Arts (e)	199	2.39	166	1.46	2.88	199
Sciences	61	2.24	54	2.72	3.08	61
Unspecified Arts & Sciences (f)	136	2.69	136	2.58	3.01	136
Sub-total	396	2.48	356	2.25	2.96	396
BUSINESS ADMIN. / COMMERCE	42	2.66	40	2.93	3.05	42
EDUCATION & PHYSICAL ED.	72	2.74	68	2.62	2.86	72
SPECIALIZED FACULTIES						
Creative Arts						
Fine Arts	5	2.50	5	3.07	2.80	5
Music	3	3.32	2	3.49	3.75	3
Sub-total	8	2.55	7	3.28	3.16	8
Science-related (g)						
Agriculture	3	2.82	3	2.60	2.71	3
Applied Science	44	2.66	40	2.91	3.15	44
Family & Nutritional Sciences	3	2.74	2	3.10	2.84	3
Forestry	2	2.73	2	3.30	3.38	2
Nursing	8	2.66	7	2.71	2.75	8
Sub-total	60	2.67	54	2.92	3.07	60
OTHER (h)	12	2.41	11	1.54	3.13	12
Unknown	1	3.27	1	2.98	2.88	1
TOTAL UNDERGRADUATE	591	2.55	537	2.47	2.82	591

Footnotes:

(a) Year level is determined by cumulative academic courses earned (see Glossary). Note that for college transfer students, the courses counted will include academic courses earned at college regardless of the transfer status of the course(s).
(b) "College Transfer" determined by university basis of admission code. University eligibility is determined by secondary school GPA greater than or equal to 2.50. GPA is based upon a certain selection of secondary school courses (excluding failed courses). Refer to Glossary for definitions.
(c) GPA reflects academic year. Excludes students who withdrew.
(d) Student count unavailable therefore, totalled GPA's are unweighted. GPA calculation based upon number of courses, not credits.
(e) Arts includes 'Arts' and 'Other Humanities'.
(f) Faculty of Arts and Sciences at the University of Victoria.
(g) For Science related faculties: Agriculture, Family and Nutritional Sciences, Forestry, Nursing at UBC only.
Applied Science -- At Simon Fraser University: includes programs in Communication, Computing Science, Engineering Science, Kinesiology, and Natural Resources Management.
At UVIC: includes Engineering. At UBC: includes Engineering, and Architecure.
(h) 'Other' includes the following professional faculties: law, medicine, and dentistry.

Source: Link File Phase 3.

Table 7A (continued)

Academic Achievement of College Transfers With and Without University Eligibility, Second Year Level (a), by Faculty 1990/91

College Transfers Without Eligibility (b)						Faculty
Total Number of Students in Faculty	Mean 2nd.yr. GPA (c)	No. Students Counted to Calculate University GPA	Mean College GPA (d)	Mean Secondary School GPA	No. Students Counted to Calculate Sec. Sch. GPA	
						ARTS & SCIENCES
173	2.33	151	1.32	2.06	173	Arts (e)
24	1.46	18	2.17	2.02	24	Sciences
82	2.22	82	2.33	2.00	82	Unspecified Arts & Sciences (f)
279	*2.23*	*251*	*1.94*	*2.04*	*279*	*Sub-total*
30	2.13	30	1.43	1.94	30	*BUSINESS ADMIN. / COMMERCE*
74	2.40	68	2.44	2.03	74	*EDUCATION & PHYSICAL ED.*
						SPECIALIZED FACULTIES
						Creative Arts
5	2.82	5	1.92	2.05	5	Fine Arts
3	2.20	3	0.99	1.92	3	Music
8	*2.59*	*8*	*1.46*	*2.00*	*8*	*Sub-total*
						Science-related (g)
2	1.60	1	2.40	2.00	2	Agriculture
13	2.31	13	3.01	2.06	13	Applied Science
1	2.63	1	2.62	1.25	1	Family & Nutritional Sciences
2	2.50	2	2.79	2.19	2	Forestry
0	0.00	0	0.00	0.00	0	Nursing
18	*2.31*	*17*	*2.30*	*2.02*	*18*	*Sub-total*
1	2.50	1	1.78	2.38	1	*OTHER (h)*
1	2.88	1	2.43	1.50	1	*Unknown*
411	*2.27*	*376*	*1.99*	*2.03*	*411*	*TOTAL UNDERGRADUATE*

Table 8

Academic Achievement of Direct Entries and College Transfers Third Year Level (a), by Faculty, 1990/91

Faculty	Direct Entries (b)					
	Total Number of Students in Faculty	Mean 3rd. yr. GPA (c)	Students Achieving 'A' Average (d)	Students Achieving 'B' Average (d)	Students Achieving 'C' Average (d)	Students Achieving '<C' Average (d)
ARTS & SCIENCES						
Arts (f)	780	2.88	83	393	190	35
% distribution of letter grades			11.8%	56.1%	27.1%	5.0%
Sciences	445	2.75	53	169	101	54
% distribution of letter grades			14.1%	44.8%	26.8%	14.3%
Unspecified Arts & Sciences (g)	263	2.89	37	149	61	16
% distribution of letter grades			14.1%	56.7%	23.2%	6.1%
Sub-total	*1,488*	*2.85*	*173*	*711*	*352*	*105*
% distribution of letter grades			12.9%	53.0%	26.2%	7.8%
BUSINESS ADMIN. / COMMERCE	459	2.97	26	231	77	7
% distribution of letter grades			7.6%	67.7%	22.6%	2.1%
EDUCATION & PHYSICAL ED.	201	3.03	35	88	34	6
% distribution of letter grades			21.5%	54.0%	20.9%	3.7%
SPECIALIZED FACULTIES						
Creative Arts						
Fine Arts	33	3.07	2	27	3	0
% distribution of letter grades			6.3%	84.4%	9.4%	0.0%
Music	28	3.15	5	15	3	0
% distribution of letter grades			21.7%	65.2%	13.0%	0.0%
Sub-total	*61*	*3.10*	*7*	*42*	*6*	*0*
% distribution of letter grades			12.7%	76.4%	10.9%	0.0%
Science-related (h)						
Agriculture	32	2.89	3	14	9	1
% distribution of letter grades			11.1%	51.9%	33.3%	3.7%
Applied Science	346	2.70	25	114	78	32
% distribution of letter grades			10.0%	45.8%	31.3%	12.9%
Family & Nutritional Sciences	27	3.02	5	11	8	0
% distribution of letter grades			20.8%	45.8%	33.3%	0.0%
Forestry	16	2.77	1	6	6	2
% distribution of letter grades			6.7%	40.0%	40.0%	13.3%
Nursing	59	3.26	10	41	2	0
% distribution of letter grades			18.9%	77.4%	3.8%	0.0%
Sub-total	*480*	*2.82*	*44*	*186*	*103*	*35*
% distribution of letter grades			12.0%	50.5%	28.0%	9.5%
OTHER (i)	86	3.18	16	39	5	2
Unknown	61	3.00	14	30	13	3
TOTAL UNDERGRADUATE	*2,836*	*2.89*	*315*	*1,327*	*590*	*158*
% distribution of letter grades			13.2%	55.5%	24.7%	6.6%

Footnotes:

(a) Year level is determined by cumulative academic courses earned. Note that for college transfer students, the courses counted will include academic courses earned at college regardless of the transfer status of the course(s). Refer to Glossary for definition of year level.

(b) Based upon university bases of admissions codes. Refer to Glossary for definitions.

(c) GPA reflects academic year. Excludes students who withdrew.

(d) Percentage of 'No. Students Counted to Calculate University GPA' column. Letter grade classification show below: 'A' if GPA > 3.53; 'B' if 3.53 >= GPA > 2.68; 'C' if 2.68 >= GPA > 2.00; '<C' if GPA < 2.00.

(e) Student count unavailable, therefore totalled GPA's are unweighted. GPA calculation based upon number of courses, not course credits.

(f) Arts includes 'Arts' and 'Other Humanities'.

(g) Faculty of Arts and Sciences at the University of Victoria.

(h) For Science-related faculties: Agriculture, Family and Nutritional Sciences, Forestry, Nursing at UBC only.
Applied Science -- At Simon Fraser University: includes programs in Communication, Computing Science, Engineering Science, Kinesiology, and Natural Resources Management. At UVIC: includes Engineering. At UBC: includes Engineering, and Architecture.

(i) 'Other' includes the following professional faculties: law, medicine, and dentistry.

Source: Link File Phase 3.

Table 8 (continued)

Academic Achievement of Direct Entries and College Transfers Third Year Level (a), by Faculty, 1990/91

Direct Entries (continued)					College Transfers (b)				
No. Students Counted to Calculate University GPA	Mean Secondary School GPA	No. Students Counted to Calculate Sec. Sch. GPA	Total Number of Students in Faculty	Mean 3rd. yr. GPA (c)	No. Students Counted to Calculate University GPA	Mean College GPA (e)	Mean Secondary School GPA	No. Students Counted to Calculate sec. Sch. GPA	**Facult**
									ARTS & SCIENCES
701	3.04	568	771	2.65	653	3.02	2.54	242	Arts (f)
100.0%									
377	3.34	386	145	2.41	123	2.61	2.77	61	Sciences
100.0%									
263	3.16	198	306	2.73	305	2.36	2.65	108	Unspecified Arts & Sci. (g)
100.0%									
1 341	*3.16*	*1 152*	*1 222*	*2.65*	*1 081*	*2.66*	*2.60*	*411*	*Sub-total*
100.0%									
341	3.26	409	179	2.69	155	3.04	2.69	49	*BUS. ADMIN. / COMM.*
100.0%									
163	2.91	117	352	2.82	290	2.60	2.42	67	*EDUCATION & PHYS. ED.*
100.0%									
									SPECIALIZED FACULTIES
									Creative Arts
32	3.13	25	18	2.99	18	2.66	3.00	3	Fine Arts
100.0%									
23	3.27	12	20	2.97	16	2.58	3.00	1	Music
100.0%									
55	*3.18*	*37*	*38*	*2.98*	*34*	*2.62*	*3.00*	*4*	*Sub-total*
100.0%									
									Science-related (h)
27	3.27	18	20	3.05	17	2.33	2.79	4	Agriculture
100.0%									
249	3.50	322	154	2.47	123	2.94	3.16	48	Applied Science
100.0%									
24	3.14	19	10	2.72	10	2.82	2.71	3	Family & Nutritional Sciences
100.0%									
15	2.96	11	20	2.61	18	2.26	2.71	6	Forestry
100.0%									
53	3.09	50	25	3.13	22	2.91	2.73	7	Nursing
100.0%									
368	*3.41*	*420*	*229*	*2.62*	*190*	*2.70*	*3.03*	*68*	*Sub-total*
100.0%									
62	3.55	70	67	3.00	60	1.57	3.12	19	*OTHER (i)*
60	3.01	28	43	3.13	43	2.17	3.00	1	*Unknown*
2 390	*3.22*	*2 233*	*2 130*	*2.70*	*1 853*	*2.58*	*2.66*	*619*	*TOTAL UNDERGRAD.*
100.0%									

Table 8A
Academic Achievement of College Transfers With and Without University Eligibility, Third Year Level (a), by Faculty 1990/91

Facult	Total Number of Students in Faculty	College Transfers With Eligibility (b) Mean 3rd. yr. GPA (c)	No. Students Counted to Calculate University GPA	Mean College GPA (d)	Mean Secondary School GPA	No. Students Counted to Calculate Sec. Sch. GPA
ARTS & SCIENCES						
Arts (e)	134	2.74	115	2.93	2.91	134
Sciences	42	2.51	37	2.84	3.11	42
Unspecified Arts & Sciences (f)	70	2.71	70	2.23	2.96	70
Sub-total	246	2.69	222	2.67	2.96	246
BUSINESS ADMIN. / COMMERCE	33	2.82	27	2.94	2.95	33
EDUCATION & PHYSICAL ED.	33	2.80	28	2.81	2.83	33
SPECIALIZED FACULTIES						
Creative Arts						
Fine Arts	3	2.95	3	2.39	3.00	3
Music	1	3.38	1	2.20	3.00	1
Sub-total	4	3.06	4	2.30	3.00	4
Science-related (g)						
Agriculture	3	2.45	3	1.91	2.92	3
Applied Science	45	2.49	30	3.03	3.25	45
Family & Nutritional Sciences	2	2.61	2	3.05	3.01	2
Forestry	2	3.24	2	0.00	3.50	2
Nursing	6	2.87	6	2.84	2.81	6
Sub-total	58	2.58	43	2.31	3.19	58
OTHER (h)	18	3.00	17	1.40	3.20	18
Unknown	1	3.69	1	0.00	3.00	1
TOTAL UNDERGRADUATE	393	2.72	342	2.18	2.88	393

Footnotes:

(a) Year level is determined by cumulative academic courses earned. Note that for college transfer students, the courses counted will include academic courses earned at college regardless of the transfer status of the course(s). Refer to Glossary for definition of year level.

(b) "College Transfer" determined by university basis of admission code. University eligibility is determined by secondary school GPA greater than or equal to 2.50. GPA is based upon a certain selection of secondary school courses (excluding failed courses). Refer to Glossary for definitions.

(c) GPA reflects academic year. Excludes students who withdrew.

(d) Student count unavailable, therefore totalled GPA's are unweighted. GPA calculation based upon number of courses, not course credits.

(e) Arts includes 'Arts' and 'Other Humanities'.

(f) Faculty of Arts and Sciences at the University of Victoria.

(g) For Science-related faculties:
Agriculture, Family and Nutritional Sciences, Forestry, Nursing at UBC only.
Applied Science – At Simon Fraser University: includes programs in Communication, Computing Science, Engineering Science, Kinesiology, and Natural Resources Management.
At UVIC: includes Engineering. At UBC: includes Engineering, and Architecure.

(h) 'Other' includes the following professional faculties: law, medicine, and dentistry.

Source: Link File Phase 3.

Table 8A (continued)

Academic Achievement of College Transfers With and Without University Eligibility, Third Year Level (a), by Faculty 1990/91

Faculty	College Transfers Without Eligibility (b)					
	Total Number of Students in Faculty	Mean 3rd. yr. GPA (c)	No. Students Counted to Calculate University GPA	Mean College GPA (d)	Mean Secondary School GPA	No. Students Counted to Calculate Sec. Sch. GPA
ARTS & SCIENCES						
Arts (e)	108	2.50	89	2.98	2.08	108
Sciences	19	1.82	17	2.38	2.03	19
Unspecified Arts & Sciences (f)	38	2.61	38	2.23	2.10	38
Sub-total	165	2.62	144	2.53	2.08	165
BUSINESS ADMIN. / COMMERCE	16	2.47	15	3.17	2.18	16
EDUCATION & PHYSICAL ED.	34	2.55	31	2.58	2.02	34
SPECIALIZED FACULTIES						
Creative Arts						
Fine Arts	0	0.00	0	0.00	0.00	0
Music	0	0.00	0	0.00	0.00	0
Sub-total	0	0.00	0	0.00	0.00	0
Science-related (g)						
Agriculture	1	3.27	1	3.23	2.38	1
Applied Science	3	2.27	3	1.45	1.71	3
Family & Nutritional Sciences	1	2.00	1	2.49	2.13	1
Forestry	4	2.16	3	2.51	2.32	4
Nursing	1	2.40	1	0.00	2.25	1
Sub-total	10	2.33	9	1.85	2.12	10
OTHER (h)	1	2.59	1	1.62	1.63	1
Unknown	0	0.00	0	0.00	0.00	0
TOTAL UNDERGRADUATE	226	2.46	200	1.93	2.08	226

Table 9

B.C. Education System Retention Rates of a Fall 1988 Cohort (a,b) Located in Fall 1989, Fall 1990, and Fall 1991, by Sector and Institution

	Enrolments *Starting at ...*													Colleges	
												VCC		Retention/ Attrition	
	CAM	CAP	DG	EK	FV	KW	CNC	NI	NL	NW	SEL	LANG (c)	OLA	Total	Rate
Fall 1988	305	792	802	260	665	720	603	71	31	213	207	1 210	230	6 109	100%
Fall 1989															
Continued at the same institution															
academic (d)	117	373	414	63	290	343	198	11	12	24	73	455	30	2 403	39%
nonacademic (e)	40	45	59	25	36	24	59	1	1	12	22	122	5	451	7%
Enroled at a different institution															
At a college															
academic (d)	12	21	33	6	16	56	30	4	3	19	5	70	47	322	5%
nonacademic (e)	4	42	33	13	22	43	17	7	4	13	9	131	45	383	6%
At a university (d)	53	91	40	14	70	54	49	18	9	33	30	132	44	637	10%
At a secondary schoo	1	15	11	3	8	12	5	1	1	0	0	29	0	86	1%
Exited (g)	78	205	212	136	223	188	245	29	1	112	68	271	59	1 827	30%
Fall 1990															
Continued at the same institution															
academic (d)	45	180	225	31	104	165	75	9	8	17	20	161	19	1 059	17%
nonacademic (e)	39	36	52	17	52	35	64	2	2	6	16	55	2	378	6%
Enroled at a different institution															
At a college															
academic (d)	12	25	27	9	17	36	28	6	4	13	11	76	41	305	5%
nonacademic (e)	8	52	48	11	35	60	30	10	2	10	13	151	25	455	7%
At a university (d)	101	199	151	29	128	139	97	22	11	30	45	295	51	1 298	21%
At a secondary schoo	2	6	5	0	3	3	0	0	0	1	0	10	0	30	0%
Exited (g)	98	294	294	163	326	282	309	22	4	136	102	462	92	2 584	42%
Fall 1991															
Continued at the same institution															
academic (d)	30	94	117	18	62	91	46	7	4	11	12	104	12	608	10%
nonacademic (e)	25	31	32	6	28	26	42	1	1	12	14	31	3	252	4%
Enroled at a different institution															
At a college															
academic (d)	8	26	24	8	22	33	24	7	5	16	11	65	21	270	4%
nonacademic (e)	5	61	59	7	33	64	24	6	2	8	17	134	25	445	7%
At a university (d)	134	259	215	29	134	171	107	25	14	34	43	322	51	1 538	25%
At a secondary schoo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Exited (g)	103	321	355	192	386	335	360	25	5	132	110	554	118	2 996	49%

Footnotes:

(a) Cohort defined by students enroled for the first time in an academic program.

(b) Retention rate calculated as percentage of Fall 1988 Cohort total.

(c) Includes ALL first time enrolees at Langara; academic students for that year (mean of 25% of non academic students) unidentifiable in the Link File.

(d) Academic Fall session is based upon enrolment in a session that touches any period between September 1 to December 31.

(e) Nonacademic Fall session is based upon enrolment taken at October 31.

(f) Academic year. Data for Fall 1991 are not available.

(g) Exited B.C. (public) Education System.

Source: Link File Phase 3.

Table 9 (continued)

B.C. Education System Retention Rates of a Fall 1988 Cohort (a,b) Located in Fall 1989, Fall 1990, and Fall 1991, by Sector and Institution

Enrolments

Starting at ...

University Colleges					Universities			Universities		System		
			Retention/ Attrition					Retention/ Attrition		Retention/ Attrition		
Univeristy Colleges					Universities							
CAR	MAL	OK	Total (b)	Rate	UBC	SFU	UVIC	Total (b)	Rate	Total	Rate (b)	
821	359	600	1 780	100%	1 592	1 134	1 070	3 796	100%	11 685	100%	***Fall 1988***
												Fall 1989
												Continued at the same institutio
336	191	260	787	44%	1 251	912	828	2 991	79%	6 181	53%	academic (d)
96	36	43	175	10%						626	5%	nonacademic (e)
												Enroled at a different institutio
												At a college
26	19	29	74	4%	147	35	42	224	6%	620	5%	academic (d)
24	11	27	62	3%	41	32	22	95	3%	540	5%	nonacademic (e)
45	21	93	159	9%	28	24	35	87	2%	883	8%	At a university (d)
1	0	1	2	0%	5	3	0	8	0%	96	1%	At a secondary school (f)
293	81	147	521	29%	120	128	143	391	10%	2 739	23%	Exited (g)
												Fall 1990
												Continued at the same institutio
202	99	116	417	23%	1 133	782	683	2 598	68%	4 074	35%	academic (d)
74	23	40	137	8%						515	4%	nonacademic (e)
												Enroled at a different institutio
												At a college
22	16	30	68	4%	112	67	38	217	6%	590	5%	academic (d)
21	19	50	90	5%	74	49	43	166	4%	711	6%	nonacademic (e)
88	70	171	329	18%	60	36	46	142	4%	1 769	15%	At a university (d)
0	0	0	0	0%	0	2	2	4	0%	34	0%	At a secondary school (f)
414	132	193	739	42%	213	198	258	669	18%	3 992	34%	Exited (g)
												Fall 1991
												Continued at the same institutio
127	56	71	254	14%	1 093	732	683	2 508	66%	3 370	29%	academic (d)
59	20	34	113	6%						365	3%	nonacademic (e)
												Enroled at a different institutio
												At a college
25	19	26	70	4%	92	55	32	179	5%	519	4%	academic (d)
23	13	54	90	5%	85	65	39	189	5%	724	6%	nonacademic (e)
101	85	195	381	21%	86	52	63	201	5%	2 120	18%	At a university (d)
0	0	0	0	0%	0	0	0	0	0%	0	0%	At a secondary school (f)
486	166	220	872	49%	236	230	253	719	19%	4 587	39%	Exited (g)

Table 9A
Demographic Characteristics of the Fall 1988 Cohort (a)

Enrolments
Starting at ...

	CAM	CAP	DG	EK	FV	KW	CNC	NI	NL	NW	SEL	VCC ANG (b)	VCC ILA (c)	Colleges Total
Fall 1988 Cohort	305	792	802	260	665	720	603	71	31	213	207	1 210	230	6 109
Percentage of Females	54%	50%	57%	58%	50%	50%	62%	69%	74%	61%	58%	52%	72%	55%
Age in Fall 1988														
Number Under 18 years old	3	14	13	3	9	16	8	4	0	7	2	17	2	98
18 years old	148	487	459	102	316	426	227	27	5	61	160	688	39	3 145
19 years old	80	161	200	19	209	163	67	8	7	26	30	289	25	1 284
20 years old	29	63	58	16	83	54	24	5	2	6	7	95	17	459
21 years old	10	21	19	8	16	10	26	1	0	9	1	39	17	177
22 years old	5	12	8	4	5	10	24	0	2	0	1	19	7	97
23 years old	1	4	6	6	1	5	15	0	0	2	1	17	8	66
24 years old	4	6	6	8	2	8	24	1	3	4	0	5	8	79
Over 24 years old	25	24	33	92	24	28	188	24	12	88	5	41	107	691
Mean age (years)	20	19	19	25	19	19	24	26	26	26	19	19	27	21
Were in a B.C. Public Secondary School before Fall 1988														
Number of Students	219	713	722	118	616	652	283	33	10	62	198	1 067	78	4 771
Percentage of Total Cohort	72%	90%	90%	45%	93%	91%	47%	46%	32%	29%	96%	88%	34%	78%
# of Students University Eligi	43	208	180	52	241	169	110	10	4	28	66	202	18	1 331
Percentage of Cohort that was in B.C. Secondary School	20%	29%	25%	44%	39%	26%	39%	30%	40%	45%	33%	19%	23%	28%
# of Students Not University Eligible because of missing courses	75	245	321	36	195	301	95	13	4	13	66	500	35	1 899
because of Sec. Schl. GPA <	101	264	224	31	183	185	78	13	2	22	66	369	25	1 563
Mean GPA at Secondary Schc	2.26	2.36	2.35	2.58	2.49	2.37	2.54	2.52	2.67	2.52	2.42	2.25	2.35	2.38
# of Stds fr Sec. Schl. within 3	146	559	529	97	348	506	234	17	4	51	177	828	39	3 535
% of Cohort that was in B.C. Secondary School	67%	78%	73%	82%	56%	78%	83%	52%	40%	82%	89%	78%	50%	74%
Mean elapsed time from Secondary School (months)	7.52	5.87	6.18	5.69	8.91	5.91	5.26	7.09	10.20	5.23	4.47	6.01	9.27	6.39
# of B.C. Sec. Schl. graduates	183	638	650	110	598	582	261	27	9	53	187	936	68	4 302
Percentage of Total Cohort	60%	81%	81%	42%	90%	81%	43%	38%	29%	25%	90%	77%	30%	70%
Number of students still enroled at the end of Fall 1988	298	792	766	251	641	714	578	45	30	183	198	1 147	230	5 873
Percentage of Total Cohor	98%	100%	96%	97%	96%	99%	96%	63%	97%	86%	96%	95%	100%	96%
Of those still enroled ...														
Mean sessional GPA (d)	1.86	1.82	1.98	1.86	2.04	1.70	2.00	1.60	2.40	2.38	2.19	1.98	(d)	1.94

Footnotes:

(a) Cohort defined by students enroled for the first time in an academic program.
(b) Includes ALL first time enrolees at Langara, academic students for that year (mean of 25% of nonacademic students) unidentifiable in the Link File.
(c) Data not available. The Open Learning Agency does not submit grades data to the Link File.
(d) Calculation of average of GPA of totals excludes The Open Learning Agency and Okanagan College.

Source: Link File Phase 3.

Table 9A (continued)
Demographic Characteristics of the Fall 1988 Cohort (a)

Enrolments (continued)

Starting at ...

Univeristy Colleges				Universities				System	
CAR	MAL	OK	Total	UBC	SFU	UVIC	Total	Total	
									Fall 1988 Cohort
821	359	600	1 780	1 592	1 134	1 070	3 796	11 685	
55%	54%	56%	55%	50%	52%	55%	52%	54%	Percentage of Females
									Age in Fall 1988
10	6	12	28	82	40	51	173	299	Number Under 18 years old
351	254	430	1 035	1 383	955	823	3 161	7 341	18 years old
119	54	83	256	114	108	142	364	1 904	19 years old
45	14	20	79	6	13	25	44	582	20 years old
17	1	8	26	3	4	3	10	213	21 years old
23	2	6	31	1	2	1	4	132	22 years old
26	2	5	33	0	1	3	4	103	23 years old
18	2	5	25	1	2	1	4	108	24 years old
211	23	28	262	2	9	21	32	985	Over 24 years old
23	19	19	21	18	18	18	18	20	Mean age (years)
									Were in a B.C. Public Secondary School before Fall 1988
433	309	498	1 240	1 573	1 107	993	3 673	9 684	Number of Students
53%	86%	83%	70%	99%	98%	93%	97%	83%	Percentage of Total Cohort
165	129	219	513	1 481	1 070	927	3 478	5 322	# of Students University Eligible
38%	42%	44%	41%	94%	97%	93%	95%	55%	Percentage of Cohort that was in B.C. Secondary School
166	110	142	418	36	25	24	85	2 402	# of Students Not University Eligible because of missing courses
102	70	137	309	56	12	42	110	1 982	because of Sec. Schl. GPA < 2.50
2.55	2.64	2.62	2.60	3.18	3.16	3.11	3.16	2.70	Mean GPA at Secondary School
337	276	415	1 028	1 561	1 065	933	3 559	8 122	# of Stds fr Sec. Schl. within 3 mos.
78%	89%	83%	83%	99%	96%	94%	97%	84%	% of Cohort that was in B.C. Secondary School
5.82	4.31	5.26	5.22	3.10	3.47	3.81	3.40	5.10	Mean elapsed time from Secondary School (months)
414	288	468	1 170	1 550	1 092	983	3 625	9 097	# of B.C. Sec. Schl. graduates
50%	80%	78%	66%	97%	96%	92%	95%	78%	Percentage of Total Cohort
									Number of students still enroled at the end of Fall 1988
706	345	584	1 635	1 532	1 121	1 047	3 700	11 208	
86%	96%	97%	92%	96%	99%	98%	97%	96%	Percentage of Total Cohort
									Of those still enroled ...
2.08	2.02	(d)	2.06	2.32	1.93	2.44	2.23	2.05	Mean sessional GPA (d)

Table 10

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries vs College Transfers, 1982 to 1991
All B.C. Universities

	Direct Entries (b) Calendar Year									
	1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991
First Time Undergraduates	6 840	4 855	3 852	3 708	3 817	4 276	4 485	4 765	4 937	5 053
Number Who Earned First Undergraduate Degree X Years After Entry (d)										
after 1 yr	364	12	5	0	1	0	0	0	0	n/a
after 2 yrs	390	29	14	8	6	7	3	4		
after 3 yrs	465	67	142	19	21	16	12			
after 4 yrs	1 005	703	737	694	739	842				
after 5 yrs	1 033	927	633	681	861					
after 6 yrs	383	293	225	333						
after 7 yrs	131	100	80							
after 8 yrs	73	53								
after 9 yrs	58									
Cumulative Undergraduate Completion Rates, X Years After Entry										
after 1 yr	5%	0%	0%	0%	0%	0%	0%	0%	0%	n/a
after 2 yrs	11%	1%	0%	0%	0%	0%	0%	0%		
after 3 yrs	18%	2%	4%	1%	1%	1%	0%			
after 4 yrs	33%	17%	23%	19%	20%	20%				
after 5 yrs	48%	36%	40%	38%	43%					
after 6 yrs	53%	42%	46%	47%						
after 7 yrs	55%	44%	48%							
after 8 yrs	56%	45%								
after 9 yrs	57%									

Footnotes:

(a) Includes all undergraduate degrees awarded by SFU, UBC and UVic.
(b) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school or BC college transfer. Out-of-province data for UBC however, are included in these three categories because separate counts are unavailable. Direct Entries exclude advanced credits for UVIC and SFU. Advanced credits data unavailable for UBC in Link File. Refer to Glossary for definitions of direct entries and college transfers.
(c) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.
(d) Includes students who have stopped out from time of first admission.

Source: Link File Phase 3.

Table 10 (continued)

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries vs College Transfers, 1982 to 1991
All B.C. Universities

College Transfers (b)

Calendar Year

1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
3 087	2 554	2 433	2 579	2 668	2 923	2 851	3 049	3 413	3 477	*First Time Undergraduates*
										Number Who Earned First Undergraduate Degree X Years After Entry (d)
247	14	8	4	8	7	17	6	16	n/a	after 1 yr
378	219	235	268	296	285	316	308			after 2 yrs
566	468	510	577	571	639	620				after 3 yrs
435	476	445	457	433	474					after 4 yrs
191	166	150	176	191						after 5 yrs
104	49	72	73							after 6 yrs
36	52	41								after 7 yrs
38	30									after 8 yrs
32										after 9 yrs
										Cumulative Undergraduate Completion Rates, X Years After Entry
8%	1%	0%	0%	0%	0%	1%	0%	0%	n/a	after 1 yr
20%	9%	10%	11%	11%	10%	12%	10%	0%		after 2 yrs
39%	27%	31%	33%	33%	32%	33%				after 3 yrs
53%	46%	49%	51%	49%	48%					after 4 yrs
59%	53%	55%	57%	56%						after 5 yrs
62%	55%	58%	60%							after 6 yrs
63%	57%	60%								after 7 yrs
65%	58%									after 8 yrs
66%										after 9 yrs

Table 10A

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries Net of Year One Attrition vs College Transfers, 1982 to 1991
All B.C. Universities

	Direct Entries (b) Calendar Year									
	1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991
First Time Undergraduates	6 840	4 855	3 852	3 708	3 817	4 276	4 485	4 765	4 937	5 053
Direct Entries Remaining After One Year	3 465	3 448	2 905	2 823	3 071	3 423	3 751	4 138	4 369	4 612
Number Who Earned First Undergraduate Degree X Years After Entry (d)										
after 1 yr	364	12	5	0	1	0	0	0	0	n/a
after 2 yrs	390	29	14	8	6	7	3	4		
after 3 yrs	465	67	142	19	21	16	12			
after 4 yrs	1 005	703	737	694	739	842				
after 5 yrs	1 033	927	633	681	861					
after 6 yrs	383	293	225	333						
after 7 yrs	131	100	80							
after 8 yrs	73	53								
after 9 yrs	58									
Cumulative Undergraduate Completion Rates, X Years After Entry (e)										
after 1 yr	11%	0%	0%	0%	0%	0%	0%	0%	0%	n/a
after 2 yrs	22%	1%	1%	0%	0%	0%	0%	0%		
after 3 yrs	35%	3%	6%	1%	1%	1%	0%			
after 4 yrs	64%	24%	31%	26%	25%	25%				
after 5 yrs	94%	50%	53%	50%	53%					
after 6 yrs	105%	59%	60%	61%						
after 7 yrs	109%	62%	63%							
after 8 yrs	111%	63%								
after 9 yrs	113%									

Footnotes:

(a) Includes all undergraduate degrees awarded by SFU, UBC and UVic.
(b) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school or BC college transfer. Out-of-province data for UBC however, are included in these three categories because separate counts are unavailable. Direct Entries exclude advanced credits for UVIC and SFU. Advanced credits data unavailable for UBC in Link File. Refer to Glossary for definitions of direct entries and college transfers.
(c) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.
(d) Includes students who have stopped out from time of first admission.
(e) For Direct Entries only, the percentage based upon number of undergraduates remaining after one year from time of first admission.

Source: Link File Phase 3.

Table 10A (continued)

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries Net of Year One Attrition vs College Transfers, 1982 to 1991
All B.C. Universities

College Transfers (b) Calendar Year										
1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
3 087	2 554	2 433	2 579	2 668	2 923	2 851	3 049	3 413	3 477	*First Time Undergraduates*
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*Direct Entries Remaining After One Year*
										Number Who Earned First Undergraduate Degree X Years After Entry (d)
247	14	8	4	8	7	17	6	16	n/a	after 1 yr
378	219	235	268	296	285	316	308			after 2 yrs
566	468	510	577	571	639	620				after 3 yrs
435	476	445	457	433	474					after 4 yrs
191	166	150	176	191						after 5 yrs
104	49	72	73							after 6 yrs
36	52	41								after 7 yrs
38	30									after 8 yrs
32										after 9 yrs
										Cumulative Undergraduate Completion Rates, X Years After Entry (e)
8%	1%	0%	0%	0%	0%	1%	0%	0%	n/a	after 1 yr
20%	9%	10%	11%	11%	10%	12%	10%	0%		after 2 yrs
39%	27%	31%	33%	33%	32%	33%				after 3 yrs
53%	46%	49%	51%	49%	48%					after 4 yrs
59%	53%	55%	57%	56%						after 5 yrs
62%	55%	58%	60%							after 6 yrs
63%	57%	60%								after 7 yrs
65%	58%									after 8 yrs
66%										after 9 yrs

Table 10B

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries vs College Transfers, 1982 to 1991
University of British Columbia

	Direct Entries (b) Calendar Year									
	1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991
First Time Undergraduates	2 043	2 008	1 520	1 722	1 834	1 918	2 071	2 243	2 474	2 694
Average Academic Courses Earned Prior to Entry from Post-Secondary (d)	0	0	0	0	0	0	0	0	0	0
Average Courses Earned at B.C. Universities X Years After Entry (e)										
after 1 yr	4	4	5	5	5	5	5	5	5	5
after 2 yrs	5	4	5	4	5	5	5	5	5	
after 3 yrs	4	4	4	4	4	5	5	5		
after 4 yrs	4	4	4	4	5	5	5			
after 5 yrs	3	2	2	2	2	2				
after 6 yrs	1	0	1	1	1					
after 7 yrs	0	0	1	1						
after 8 yrs	0	0	0							
after 9 yrs	0	0								
after 10 yrs	0									
Number Who Earned First Undergraduate Degrees X Years After Entry (f)										
after 1 yr	0	0	0	0	0	0	0	0	0	n/a
after 2 yrs	0	0	4	0	0	1	0	0		
after 3 yrs	3	10	0	3	4	1	4			
after 4 yrs	409	436	409	471	533	615				
after 5 yrs	512	496	329	279	396					
after 6 yrs	110	69	52	123						
after 7 yrs	15	13	38							
after 8 yrs	6	16								
after 9 yrs	13									
Cumulative Undergraduate Completion Rates, X Years After Entry										
after 1 yr	0%	0%	0%	0%	0%	0%	0%	0%	0%	n/a
after 2 yrs	0%	0%	0%	0%	0%	0%	0%	0%		
after 3 yrs	0%	0%	0%	0%	0%	0%	0%			
after 4 yrs	20%	22%	27%	28%	29%	32%				
after 5 yrs	45%	47%	49%	44%	51%					
after 6 yrs	51%	50%	52%	51%						
after 7 yrs	51%	51%	55%							
after 8 yrs	52%	52%								
after 9 yrs	52%									

Footnotes:

(a) Undergraduate Degrees at UBC identified where credential code is: 331, 346, 401, 402, 408, 410, 416, 417, 420, 421-428, 435, 438, 439, 443, 450, 454-456, 459, 460, 468, 469, 470, 471, 475, 480, 525, 572, 585.

(b) Includes admission status of entries from outside of the province. Direct entries includes those with advanced credits (separate counts unavailable). Refer to Glossary for definitions of direct entries and college transfers.

(c) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.

(d) Academic courses prior to entry include academic courses completed at colleges and other universities.

(e) Academic courses completed subsequently are those earned in UBC sessions where the student is classified as an undergraduate.

(f) Includes students who have stopped out from time of first admission.

Source: Link File Phase 3.

Table 10B (continued)

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries vs College Transfers, 1982 to 1991
University of British Columbia

College Transfers (b) Calendar Year										
1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
1 062	1 164	960	990	880	921	916	828	1 129	1 191	*First Time Undergraduates*
0	0	0	0	2	5	7	8	9	9	*Average Academic Courses Earned Prior to Entry from Post-Secondary (d)*
										Average Courses Earned at B.C. Universities X Years After Entry (e)
5	5	6	5	5	5	5	5	6	6	after 1 yr
5	5	5	5	5	5	5	5	5		after 2 yrs
4	4	4	4	4	4	4	4			after 3 yrs
3	2	2	2	2	2	2				after 4 yrs
1	1	1	1	1	1					after 5 yrs
0	0	0	1	0						after 6 yrs
0	0	0	0							after 7 yrs
0	0	0								after 8 yrs
0	0									after 9 yrs
0										after 10 yrs
										Number Who Earned First Undergraduate Degrees X Years After Entry (f)
0	0	0	0	0	1	0	0	0	n/a	after 1 yr
96	91	97	95	90	80	87	78			after 2 yrs
209	202	231	239	233	249	243				after 3 yrs
202	254	186	192	151	162					after 4 yrs
73	65	38	42	57						after 5 yrs
27	11	10	21							after 6 yrs
10	10	7								after 7 yrs
4	5									after 8 yrs
1										after 9 yrs
										Cumulative Undergraduate Completion Rates, X Years After Entry
0%	0%	0%	0%	0%	0%	0%	0%	0%	n/a	after 1 yr
9%	8%	10%	10%	10%	9%	9%	9%			after 2 yrs
29%	25%	34%	34%	37%	36%	36%				after 3 yrs
48%	47%	54%	53%	54%	53%					after 4 yrs
55%	53%	58%	57%	60%						after 5 yrs
57%	54%	59%	59%							after 6 yrs
58%	54%	59%								after 7 yrs
58%	55%									after 8 yrs
59%										after 9 yrs

Table 10C

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries vs College Transfers, 1982 to 1991
University of Victoria

	Direct Entries (b) Calendar Year									
	1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991
First Time Undergraduates	3 731	1 581	1 232	989	905	1 047	1 114	###	1 252	997
Average Academic Courses Earned Prior to Entry from Post-Secondary (d)	0	0	0	0	0	0	0	0	0	0
Average Courses Earned at B.C. Universities X Years After Entry (e)										
after 1 yr	3	4	3	3	3	3	2	3	3	3
after 2 yrs	2	2	2	2	2	2	2	2	2	
after 3 yrs	1	2	2	2	2	2	2	2		
after 4 yrs	1	2	2	2	2	2	2			
after 5 yrs	1	1	1	2	1	2				
after 6 yrs	0	0	1	1	1					
after 7 yrs	0	0	0	0						
after 8 yrs	0	0	0							
after 9 yrs	0	0								
after 10 yrs	0									
Number Who Earned First Undergraduate Degrees X Years After Entry (f)										
after 1 yr	364	12	5	0	1	0	0	0	0	n/a
after 2 yrs	390	28	8	7	5	4	3	4		
after 3 yrs	446	28	130	4	7	7	3			
after 4 yrs	493	155	228	136	105	122				
after 5 yrs	366	261	99	206	215					
after 6 yrs	168	117	57	97						
after 7 yrs	70	45	0							
after 8 yrs	50	19								
after 9 yrs	27									
Cumulative Undergraduate Completion Rates, X Years After Entry										
after 1 yr	10%	1%	0%	0%	0%	0%	0%	0%	0%	n/a
after 2 yrs	20%	3%	1%	1%	1%	0%	0%	0%		
after 3 yrs	32%	4%	12%	1%	1%	1%	1%			
after 4 yrs	45%	14%	30%	15%	13%	13%				
after 5 yrs	55%	31%	38%	36%	37%					
after 6 yrs	60%	38%	43%	46%						
after 7 yrs	62%	41%	43%							
after 8 yrs	63%	42%								
after 9 yrs	64%									

Footnotes:

(a) Undergraduate degrees at UVic are identified where the first character of the credential code is 'B'.
(b) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school or BC college transfer. Refer to Glossary for definitions of direct entries and college transfers.
(c) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.
(d) Academic courses prior to entry include academic courses completed at colleges and other universities.
(e) Academic courses completed subsequently are those earned in UVic sessions where the student is classified as an undergraduate.
(f) Includes students who stopped out from time of first admission.

Source: Link File Phase 3.

Table 10C (continued)

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries vs College Transfers, 1982 to 1991
University of Victoria

Direct Entries	College Transfers (b) Calendar Year									
1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
1 497	786	687	695	742	799	792	951	1 100	1 060	*First Time Undergraduates*
0	0	0	0	1	4	6	8	9	10	*Average Academic Courses Earned Prior to Entry from Post-Secondary (d)*
										Average Courses Earned at B.C. Universities X Years After Entry (e)
3	3	3	2	3	2	3	2	3	3	after 1 yr
2	2	2	2	2	2	2	2	3		after 2 yrs
1	1	2	2	2	2	2	2			after 3 yrs
1	1	1	1	1	1	2				after 4 yrs
0	0	1	1	1	1					after 5 yrs
0	0	0	0	0						after 6 yrs
0	0	0	0							after 7 yrs
0	0	0								after 8 yrs
0	0									after 9 yrs
0										after 10 yrs
										Number Who Earned First Undergraduate Degrees X Years After Entry (f)
246	14	6	2	4	2	1	1	1	n/a	after 1 yr
259	69	53	56	77	58	80	75			after 2 yrs
250	136	115	139	136	155	155				after 3 yrs
144	116	128	146	146	165					after 4 yrs
83	64	49	64	71						after 5 yrs
44	21	27	23							after 6 yrs
15	19	22								after 7 yrs
18	12									after 8 yrs
12										after 9 yrs
										Cumulative Undergraduate Completion Rates, X Years After Entry
16%	2%	1%	0%	1%	0%	0%	0%	0%	n/a	after 1 yr
34%	11%	9%	8%	11%	8%	10%	8%			after 2 yrs
50%	28%	25%	28%	29%	27%	30%				after 3 yrs
60%	43%	44%	49%	49%	48%					after 4 yrs
66%	51%	51%	59%	58%						after 5 yrs
69%	53%	55%	62%							after 6 yrs
70%	56%	58%								after 7 yrs
71%	57%									after 8 yrs
72%										after 9 yrs

Table 10D

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries vs College Transfers, 1982 to 1991
Simon Fraser University

	Direct Entries (b) Calendar Year									
	1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991
First Time Undergraduates	1 066	1 266	1 100	997	1 078	1 311	1 300	1 353	1 211	1 362
Average Academic Courses Earned Prior to Entry from Post-Secondary (d)	0	0	0	0	0	0	0	0	0	0
Average Courses Earned at B.C. Universities X Years After Entry (e)										
after 1 yr	2	2	2	2	2	2	2	2	2	2
after 2 yrs	3	2	3	3	3	3	3	3	3	
after 3 yrs	2	2	2	2	2	2	2	2		
after 4 yrs	2	2	2	2	2	2	2			
after 5 yrs	1	1	2	2	2	2				
after 6 yrs	1	1	1	1	1					
after 7 yrs	1	0	0	1						
after 8 yrs	0	0	0							
after 9 yrs	0	0								
after 10 yrs	0									
Number Who Earned First Undergraduate Degrees X Years After Entry (f)										
after 1 yr	0	0	0	0	0	0	0	0	0	n/a
after 2 yrs	0	1	2	1	1	2	0	0		
after 3 yrs	16	29	12	12	10	8	5			
after 4 yrs	103	112	100	87	101	105				
after 5 yrs	155	170	205	196	250					
after 6 yrs	105	107	116	113						
after 7 yrs	46	42	42							
after 8 yrs	17	18								
after 9 yrs	18									
Cumulative Undergraduate Completion Rates, X Years After Entry										
after 1 yr	0%	0%	0%	0%	0%	0%	0%	0%	0%	n/a
after 2 yrs	0%	0%	0%	0%	0%	0%	0%	0%		
after 3 yrs	2%	2%	1%	1%	1%	1%	0%			
after 4 yrs	11%	11%	10%	10%	10%	9%				
after 5 yrs	26%	25%	29%	30%	34%					
after 6 yrs	36%	33%	40%	41%						
after 7 yrs	40%	36%	43%							
after 8 yrs	41%	38%								
after 9 yrs	43%									

Footnotes:

(a) Undergraduate degrees at SFU are identified where first character of credential code is 'B'.
(b) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school or BC college transfer. Direct entries exclude advanced credits. Refer to Glossary for definitions.
(c) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.
(d) Academic courses prior to entry include academic courses earned at colleges and other universities.
(e) Academic courses earned subsequently are those earned in SFU sessions where the student is classified as an undergraduate.
(f) Includes students who stopped out from time of first admission.

Source: Link File Phase 3.

Table 10D (continued)

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Direct Entries vs College Transfers, 1982 to 1991
Simon Fraser University

College Transfers (b) Calendar Year										
1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
528	604	786	894	1 046	1 203	1 143	1 270	1 184	1 226	*First Time Undergraduates*
										Average Academic Courses Earned
0	0	0	0	2	4	7	9	10	10	*Prior to Entry from Post-Secondary (d)*
										Average Courses Earned at B.C. Universities X Years After Entry (e)
2	2	2	2	2	2	2	2	2	2	after 1 yr
2	3	3	3	2	2	2	3	2		after 2 yrs
2	2	2	2	2	2	2	2			after 3 yrs
1	1	1	1	1	1	1				after 4 yrs
1	1	1	1	1	1					after 5 yrs
0	0	0	0	0						after 6 yrs
0	0	0	0							after 7 yrs
0	0	0								after 8 yrs
0	0									after 9 yrs
0										after 10 yrs
										Number Who Earned First Undergraduate Degrees X Years After Entry (f)
1	0	2	2	4	4	16	5	15	n/a	after 1 yr
23	59	85	117	129	147	149	155			after 2 yrs
107	130	164	199	202	235	222				after 3 yrs
89	106	131	119	136	147					after 4 yrs
35	37	63	70	63						after 5 yrs
33	17	35	29							after 6 yrs
11	23	12								after 7 yrs
16	13									after 8 yrs
19										after 9 yrs
										Cumulative Undergraduate Completion Rates, X Years After Entry
0%	0%	0%	0%	0%	0%	1%	0%	1%	n/a	after 1 yr
5%	10%	11%	13%	13%	13%	14%	13%			after 2 yrs
25%	31%	32%	36%	32%	32%	34%				after 3 yrs
42%	49%	49%	49%	45%	44%					after 4 yrs
48%	55%	57%	57%	51%						after 5 yrs
55%	58%	61%	60%							after 6 yrs
57%	62%	63%								after 7 yrs
60%	64%									after 8 yrs
63%										after 9 yrs

Table 10E

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Arts and Education as Initial Faculties of Entrance (b)
Direct Entries vs College Transfers, 1982 to 1991
All B.C. Universities

	Direct Entries (c) Calendar Year									
	1982(d)	1983	1984	1985	1986	1987	1988	1989	1990	1991
First Time Undergraduates	1 938	1 596	1 314	1 317	1 511	1 542	1 620	1 653	1 742	1 681
Number Who Earned First Undergraduate Degrees X Years After Entry (e)										
after 1 yr	47	3	1	0	1	0	0	0	0	n/a
after 2 yrs	76	2	1	1	1	1	0	0		
after 3 yrs	90	18	8	4	8	2	4			
after 4 yrs	367	304	227	261	367	441				
after 5 yrs	376	356	238	253	277					
after 6 yrs	121	86	61	108						
after 7 yrs	42	29	31							
after 8 yrs	28	15								
after 9 yrs	19									
Cumulative Undergraduate Completion Rates, X Years After Entry										
after 1 yr	2%	0%	0%	0%	0%	0%	0%	0%	0%	n/a
after 2 yrs	6%	0%	0%	0%	0%	0%	0%	0%		
after 3 yrs	11%	1%	1%	0%	1%	0%	0%			
after 4 yrs	30%	20%	18%	20%	25%	29%				
after 5 yrs	49%	43%	36%	39%	43%					
after 6 yrs	56%	48%	41%	48%						
after 7 yrs	58%	50%	43%							
after 8 yrs	59%	51%								
after 9 yrs	60%									

Footnotes:

(a) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school or BC college transfer. Out-of-province data for UBC however, are included in these three categories because separate counts were unavailable.
(b) Includes all undergraduates intially enroled in Arts, Education and Physical Education faculties. Students enroled in Unspecified Arts & Science Faculty (04) at SFU and UVic are excluded.
(c) Refer to Glossary for definitions of direct entries and college transfers.
(d) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.
(e) Includes students who stopped out from time of first admission.

Source: Link File Phase 3.

Table 10E (continued)

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Arts and Education as Initial Faculties of Entrance (b)
Direct Entries vs College Transfers, 1982 to 1991
All B.C. Universities

	College Transfers (c) Calendar Year									
1982(d)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
1 116	1 089	1 137	1 239	1 267	1 395	1 342	1 528	1 589	1 623	*First Time Undergraduates*
										Number Who Earned First Undergraduate Degrees X Years After Entry (e)
43	6	3	2	6	3	10	5	12	n/a	after 1 yr
119	105	121	137	147	156	158	157			after 2 yrs
230	186	200	276	274	268	257				after 3 yrs
168	164	160	154	149	183					after 4 yrs
72	56	44	70	63						after 5 yrs
43	15	27	29							after 6 yrs
16	28	9								after 7 yrs
23	11									after 8 yrs
21										after 9 yrs
										Cumulative Undergraduate Completion Rates, X Years After Entry
4%	1%	0%	0%	0%	0%	1%	0%	1%	n/a	after 1 yr
15%	10%	11%	11%	12%	11%	13%	11%			after 2 yrs
35%	27%	28%	33%	34%	31%	32%				after 3 yrs
50%	42%	43%	46%	45%	44%					after 4 yrs
57%	47%	46%	52%	50%						after 5 yrs
60%	49%	49%	54%							after 6 yrs
62%	51%	50%								after 7 yrs
64%	52%									after 8 yrs
66%										after 9 yrs

Table 10F

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Sciences and Science-Related Faculties as Initial Faculties of Entrance (b)
Direct Entries vs College Transfers, 1982 to 1991
All B.C. Universities

	Direct Entries (c) Calendar Year									
	1982(d)	1983	1984	1985	1986	1987	1988	1989	1990	1991
First Time Undergraduates	1 067	1 183	1 041	1 090	1 205	1 245	1 387	1 542	1 763	2 037
Number Who Earned First Undergraduate Degrees X Years After Entry (e)										
after 1 yr	0	0	0	0	0	0	0	0	0	n/a
after 2 yrs	0	0	4	0	0	2	0	0		
after 3 yrs	4	7	0	4	1	3	4			
after 4 yrs	185	205	225	264	228	245				
after 5 yrs	292	269	229	181	316					
after 6 yrs	84	71	72	114						
after 7 yrs	14	20	37							
after 8 yrs	2	12								
after 9 yrs	12									
Cumulative Undergraduate Completion Rates, X Years After Entry										
after 1 yr	0%	0%	0%	0%	0%	0%	0%	0%	0%	n/a
after 2 yrs	0%	0%	0%	0%	0%	0%	0%	0%		
after 3 yrs	0%	1%	0%	0%	0%	0%	0%			
after 4 yrs	18%	18%	22%	25%	19%	20%				
after 5 yrs	45%	41%	44%	41%	45%					
after 6 yrs	53%	47%	51%	52%						
after 7 yrs	54%	48%	54%							
after 8 yrs	54%	49%								
after 9 yrs	56%									

Footnotes:

(a) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school or BC college transfer. Out-of-province data for UBC however, are included in these three categories because separate counts were unavailable.
(b) Includes all undergraduates intially enroled in Science and Science-related faculties. Students enroled in Unspecified Arts & Science Faculty (04) at SFU and UVic are excluded.
(c) Refer to Glossary for definitions of direct entries and college transfers.
(d) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.
(e) Includes students who stopped out from tune of first admission.

Source: Link File Phase 3.

Table 10F (continued)

Trends in Rapidity of Progression to Undergraduate Degrees (a) at University of First Admission
Sciences and Science-Related Faculties as Initial Faculties of Entrance (b)
Direct Entries vs College Transfers, 1982 to 1991
All B.C. Universities

College Transfers (c) Calendar Year										
1982(d)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
426	443	453	467	478	539	519	493	593	602	*First Time Undergraduates*
										Number Who Earned First Undergraduate Degrees X Years After Entry (e)
0	0	0	0	1	0	1	0	0	n/a	after 1 yr
17	20	19	35	30	37	24	25			after 2 yrs
78	79	87	78	83	109	93				after 3 yrs
100	114	100	95	98	100					after 4 yrs
37	30	30	37	49						after 5 yrs
15	11	3	17							after 6 yrs
6	4	4								after 7 yrs
1	4									after 8 yrs
1										after 9 yrs
										Cumulative Undergraduate Completion Rates, X Years After Entry
0%	0%	0%	0%	0%	0%	0%	0%	0%	n/a	after 1 yr
4%	5%	4%	7%	6%	7%	5%	5%			after 2 yrs
22%	22%	23%	24%	24%	27%	23%				after 3 yrs
46%	48%	45%	45%	44%	46%					after 4 yrs
54%	55%	52%	52%	55%						after 5 yrs
58%	57%	53%	56%							after 6 yrs
59%	58%	54%								after 7 yrs
60%	59%									after 8 yrs
60%										after 9 yrs

Table 11

Summary of Undergraduate Degrees Conferred (a), 1982 to 1991

	Undergraduate Degrees Awarded by Year									
	1982(b)	1983	1984	1985	1986	1987	1988	1989	1990	1991
All BC Universities										
Total Undergraduate Degrees Awarded	1 821	5 177	5 806	6 653	6 537	6 628	6 736	6 992	7 884	7 787
Total First Undergraduate Degrees Awarded	1 796	5 089	5 741	6 566	6 453	6 555	6 622	6 816	7 664	7 541
% of Undergraduate Degrees Awarded Which Were First Undergraduate Degrees	99%	98%	99%	99%	99%	99%	98%	97%	97%	97%
No. of First Undergraduate Degrees Awarded by Basis of Admission (c)										
direct entry	686	2 060	2 209	2 403	2 363	2 298	2 200	2 040	2 018	2 431
college transfer	396	1 134	1 253	1 309	1 421	1 640	1 671	1 647	1 801	1 860
university transfer	167	362	438	477	581	750	957	1 252	1 321	601
other	547	1 533	1 841	2 377	2 088	1 867	1 794	1 877	2 524	2 649
% of First Undergraduate Degrees Awarded by Basis of Admission (c)										
direct entry	38%	40%	38%	37%	37%	35%	33%	30%	26%	32%
college transfer	22%	22%	22%	20%	22%	25%	25%	24%	23%	25%
university transfer	9%	7%	8%	7%	9%	11%	14%	18%	17%	8%
other	30%	30%	32%	36%	32%	28%	27%	28%	33%	35%
All	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
UBC										
Total Undergraduate Degrees Awarded	1 517	3 028	3 242	3 304	3 480	3 479	3 422	3 532	4 127	3 773
Total First Undergraduate Degrees Awarded	1 492	2 944	3 183	3 229	3 415	3 429	3 350	3 408	3 955	3 588
% of Undergraduate Degrees Awarded Which Were First Undergraduate Degrees	98%	97%	98%	98%	98%	99%	98%	96%	96%	95%
No. of First Undergraduate Degrees Awarded by Basis of Admission (c)										
direct entry	629	1 429	1 404	1 382	1 339	1 242	1 120	928	931	1 251
college transfer	341	740	794	671	698	759	630	582	576	600
university transfer	153	307	355	368	487	630	838	1 099	1 162	443
other	369	468	630	808	891	798	762	799	1 286	1 294
% of First Undergraduate Degrees Awarded by Basis of Admission (c)										
direct entry	42%	49%	44%	43%	39%	36%	33%	27%	24%	35%
college transfer	23%	25%	25%	21%	20%	22%	19%	17%	15%	17%
university transfer	10%	10%	11%	11%	14%	18%	25%	32%	29%	12%
other	25%	16%	20%	25%	26%	23%	23%	23%	33%	36%
All	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Footnotes:

(a) Includes all undergraduate degrees awarded by SFU, UBC and UVic.
(b) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.
(c) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school, BC college transfer, or BC university transfer. Out-of-province data for UBC however, are included in these three categories because separate counts were unavailable. Direct Entries exclude advanced credits for UVIC and SFU. Advanced credits data unavailable for UBC in Link File. Refer to Glossary for definitions of direct entry and transfers.

Source: Link File Phase 3.

Table 11 (continued)

Summary of Undergraduate Degrees Conferred (a), 1982 to 1991

	Undergraduate Degrees Awarded by Year									
	1982(b)	1983	1984	1985	1986	1987	1988	1989	1990	1991
UVic										
Total Undergraduate Degrees Awarded	54	1 247	1 199	1 387	1 423	1 510	1 591	1 641	1 740	1 813
Total First Undergraduate Degrees Awarded	54	1 246	1 197	1 382	1 411	1 498	1 559	1 597	1 702	1 761
% of Undergraduate Degrees Awarded Which Were First Undergraduate Degrees	100%	100%	100%	100%	99%	99%	98%	97%	98%	97%
No. of First Undergraduate Degrees Awarded by Basis of Admission (c)										
direct entry	3	365	400	477	529	537	568	562	515	544
college transfer	8	246	269	322	335	373	454	427	509	536
university transfer	2	40	36	37	43	42	42	62	58	66
other	41	595	492	546	504	546	495	546	620	615
% of First Undergraduate Degrees Awarded by Basis of Admission (c)										
direct entry	6%	29%	33%	35%	37%	36%	36%	35%	30%	31%
college transfer	15%	20%	22%	23%	24%	25%	29%	27%	30%	30%
university transfer	4%	3%	3%	3%	3%	3%	3%	4%	3%	4%
other	76%	48%	41%	40%	36%	36%	32%	34%	36%	35%
All	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
SFU										
Total Undergraduate Degrees Awarded	250	902	1 365	1 962	1 634	1 639	1 723	1 819	2 017	2 201
Total First Undergraduate Degrees Awarded	250	899	1 361	1 955	1 627	1 628	1 713	1 811	2 007	2 192
% of Undergraduate Degrees Awarded Which Were First Undergraduate Degrees	100%	100%	100%	100%	100%	99%	99%	100%	100%	100%
No. of First Undergraduate Degrees Awarded by Basis of Admission (c)										
direct entry	54	266	405	544	495	519	512	550	572	636
college transfer	47	148	190	316	388	508	587	638	716	724
university transfer	12	15	47	72	51	78	77	91	101	92
other	137	470	719	1 023	693	523	537	532	618	740
% of First Undergraduate Degrees Awarded by Basis of Admission (c)										
direct entry	22%	30%	30%	28%	30%	32%	30%	30%	29%	29%
college transfer	19%	16%	14%	16%	24%	31%	34%	35%	36%	33%
university transfer	5%	2%	3%	4%	3%	5%	4%	5%	5%	4%
other	55%	52%	53%	52%	43%	32%	31%	29%	31%	34%
All	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 11A

Undergraduate Degrees Conferred to Direct Entries vs College Transfers (a) by Faculty Originally Entered, 1982 to 1991
All B.C. Universities

Faculty Originally Entered	Direct Entries: Numbers Earning First Undergraduate Degree in Calendar Year									
	1982(b)	1983	1984	1985	1986	1987	1988	1989	1990	1991
ARTS AND SCIENCES										
Arts	279	729	816	938	853	830	706	615	741	891
Sciences	288	704	735	668	673	641	574	497	396	591
Unspecified Arts & Sciences	2	285	298	406	457	501	548	517	445	466
Sub-total	*569*	*1 718*	*1 849*	*2 012*	*1 983*	*1 972*	*1 828*	*1 629*	*1 582*	*1 948*
BUSINESS ADMIN. / COMMERCE	1	0	0	1	20	31	76	92	108	123
EDUCATION & PHYSICAL EDUCATION	70	185	237	254	227	174	154	116	111	104
SPECIALIZED FACULTIES										
Creative Arts										
Fine Arts	0	31	31	26	45	49	38	48	42	44
Music	17	20	13	14	14	10	15	13	11	15
Sub-total	*17*	*51*	*44*	*40*	*59*	*59*	*53*	*61*	*53*	*59*
Science-related										
Applied Science	1	2	0	5	1	3	24	46	59	109
Engineering	0	0	0	0	0	0	1	15	25	20
Forestry	0	0	0	0	0	0	2	2	2	4
Medicine	0	0	0	0	0	0	0	0	1	0
Law	1	0	0	1	0	0	0	0	0	0
Social Sciences	1	2	2	1	2	0	2	0	2	0
Family & Nutritional Sciences	11	20	17	9	9	7	8	4	7	10
Nursing	3	41	23	35	27	23	17	21	22	25
Agriculture	12	12	19	21	21	16	14	21	11	7
Unknown	0	29	18	24	14	13	21	33	35	22
Sub-total	*29*	*106*	*79*	*96*	*74*	*62*	*89*	*142*	*164*	*197*
TOTAL	*686*	*2 060*	*2 209*	*2 403*	*2 363*	*2 298*	*2 200*	*2 040*	*2 018*	*2 431*

Footnotes:

(a) Includes all undergraduate degrees awarded by SFU, UBC and UVic.
Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school, BC college transfer, or BC university transfer. Out-of-province data for UBC however, is included in these three categories because separate counts were unavailable.
Direct entries exclude advanced credits for UVIC and SFU. Advanced credits data unavailable for UBC in Link File.
Refer to Glossary for definitions of direct entry and transfers.

(b) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.

Source: Link File Phase 3.

Table 11A (continued)

Undergraduate Degrees Conferred to Direct Entries vs College Transfers (a)
by Faculty Originally Entered, 1982 to 1991
All B.C. Universities

College Transfers — Numbers Earning First Undergraduate Degree in Calendar Year										**Faculty Originally Entered**
1982(b)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
										ARTS AND SCIENCES
148	299	361	381	382	445	507	497	532	568	Arts
59	98	134	139	169	157	130	129	124	120	Sciences
4	165	196	262	300	328	371	326	357	390	Unspecified Arts & Sciences
211	*562*	*691*	*782*	*851*	*930*	*1 008*	*952*	*1 013*	*1 078*	*Sub-total*
21	77	99	80	109	174	175	193	230	218	*BUSINESS ADMIN. / COMMERCE*
119	258	202	253	234	254	240	236	241	232	*EDUCATION & PHYSICAL EDUCATION*
										SPECIALIZED FACULTIES
										Creative Arts
0	26	24	22	23	34	37	32	37	47	Fine Arts
6	18	16	20	13	13	15	13	9	11	Music
6	*44*	*40*	*42*	*36*	*47*	*52*	*45*	*46*	*58*	*Sub-total*
										Science-related
14	61	74	71	66	82	78	86	120	105	Applied Science
0	0	0	0	0	0	5	8	5	20	Engineering
0	15	21	17	16	23	13	7	8	12	Forestry
5	19	24	8	17	19	18	25	32	35	Medicine
1	0	1	0	0	0	0	0	0	0	Law
3	5	10	6	8	11	4	8	14	9	Social Sciences
5	7	16	3	10	4	8	8	10	13	Family & Nutritional Sciences
3	12	13	11	17	24	13	17	7	18	Nursing
4	25	13	9	16	15	14	13	7	9	Agriculture
4	49	49	27	41	57	43	49	68	53	Unknown
39	*193*	*221*	*152*	*191*	*235*	*196*	*221*	*271*	*274*	*Sub-total*
396	*1 134*	*1 253*	*1 309*	*1 421*	*1 640*	*1 671*	*1 647*	*1 801*	*1 860*	*TOTAL*

Table 11B

Undergraduate Degrees Conferred to Direct Entries vs College Transfers (a) by Faculty Originally Entered, 1982 to 1991
University of British Columbia

	Direct Entries (b) Numbers Earning First Undergraduate Degree in Calendar Year									
Faculty Originally Entered	1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991
ARTS AND SCIENCES										
Arts	247	559	570	624	603	579	511	440	553	690
Sciences	274	654	651	570	568	529	470	361	253	429
Unspecified Arts & Sciences	0	0	0	0	0	0	0	0	0	0
Sub-total	*521*	*1 213*	*1 221*	*1 194*	*1 171*	*1 108*	*981*	*801*	*806*	*1 119*
BUSINESS ADMIN. / COMMERCE	1	0	0	0	3	1	0	0	0	0
DUCATION & PHYSICAL EDUCATION	62	118	109	102	89	73	59	27	29	27
SPECIALIZED FACULTIES										
Creative Arts										
Fine Arts	0	0	0	0	0	0	0	0	0	0
Music	17	20	13	14	14	10	15	13	11	15
Sub-total	*17*	*20*	*13*	*14*	*14*	*10*	*15*	*13*	*11*	*15*
Science-related										
Applied Science	1	2	0	5	1	2	22	38	40	44
Engineering	0	0	0	0	0	0	0	0	0	0
Forestry	0	0	0	0	0	0	2	2	2	4
Medicine	0	0	0	0	0	0	0	0	1	0
Law	0	0	0	0	0	0	0	0	0	0
Social Sciences	1	2	2	1	2	0	2	0	2	0
Family & Nutritional Sciences	11	20	17	9	9	7	8	4	7	10
Nursing	3	41	23	35	27	23	17	21	22	25
Agriculture	12	12	19	21	21	16	14	21	11	7
Unknown	0	1	0	1	2	2	0	1	0	0
Sub-total	*28*	*78*	*61*	*72*	*62*	*50*	*65*	*87*	*85*	*90*
TOTAL	*629*	*1 429*	*1 404*	*1 382*	*1 339*	*1 242*	*1 120*	*928*	*931*	*1 251*

Footnotes:

(a) Undergraduate degrees at UBC are identified where credential code is: 331, 346, 401, 402, 408, 410, 416, 417, 420, 421-428, 435, 438, 439, 443, 450, 454-456, 459, 460, 468, 469, 470, 471, 475, 480, 525, 572, 585.
(b) Includes admission status of entries from outside of the province. Direct entries include students with advanced credits. Refer to Glossary for definitions of direct entry and college transfer.
(c) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.

Source: Link File Phase 3.

Table 11B (continued)

Undergraduate Degrees Conferred, Direct Entries vs College Transfers (a)
by Faculty Originally Entered, 1982 to 1991
University of British Columbia

College Transfers (b) Numbers Earning First Undergraduate Degree in Calendar Year										Faculty Originally Entered
1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
										ARTS AND SCIENCES
117	212	237	215	216	236	244	217	214	251	Arts
55	86	121	114	136	114	92	87	72	77	Sciences
0	0	0	0	0	0	0	0	0	0	Unspecified Arts & Sciences
172	*298*	*358*	*329*	*352*	*350*	*336*	*304*	*286*	*328*	*Sub-total*
21	77	99	57	58	76	51	68	100	68	*BUSINESS ADMIN. / COMMERCE*
104	195	133	134	117	140	93	68	54	45	*EDUCATION & PHYSICAL EDUCATION*
										SPECIALIZED FACULTIES
										Creative Arts
0	0	0	0	0	0	0	0	0	0	Fine Arts
6	18	16	20	13	13	15	13	9	11	Music
6	*18*	*16*	*20*	*13*	*13*	*15*	*13*	*9*	*11*	*Sub-total*
										Science-related
14	61	74	71	66	76	59	51	47	47	Applied Science
0	0	0	0	0	0	0	0	0	0	Engineering
0	15	21	17	16	23	13	7	8	12	Forestry
5	19	24	8	17	19	18	25	32	35	Medicine
0	0	0	0	0	0	0	0	0	0	Law
3	5	10	6	8	11	4	8	14	9	Social Sciences
5	7	16	3	10	4	8	8	10	13	Family & Nutritional Sciences
3	12	13	11	17	24	13	17	7	18	Nursing
4	25	13	9	16	15	14	13	7	9	Agriculture
4	8	17	6	8	8	6	0	2	5	Unknown
38	*152*	*188*	*131*	*158*	*180*	*135*	*129*	*127*	*148*	*Sub-total*
341	*740*	*794*	*671*	*698*	*759*	*630*	*582*	*576*	*600*	*TOTAL*

Table 11C

Undergraduate Degrees Conferred to Direct Entries vs College Transfers (a) by Faculty Originally Entered, 1982 to 1991
University of Victoria

Faculty Originally Entered	Direct Entries (b) Numbers Earning First Undergraduate Degree In Calendar Year									
	1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991
ARTS AND SCIENCES										
Arts	0	0	0	0	0	0	0	0	0	0
Sciences	0	0	0	0	0	0	0	0	0	0
Unspecified Arts & Sciences	1	259	273	346	399	436	483	453	415	453
Sub-total	*1*	*259*	*273*	*346*	*399*	*436*	*483*	*453*	*415*	*453*
BUSINESS ADMIN. / COMMERCE	0	0	0	0	0	0	0	0	0	0
DUCATION & PHYSICAL EDUCATION	1	47	79	81	76	45	38	35	21	18
SPECIALIZED FACULTIES										
Creative Arts										
Fine Arts	0	31	31	26	45	49	38	48	42	44
Music	0	0	0	0	0	0	0	0	0	0
Sub-total	*0*	*31*	*31*	*26*	*45*	*49*	*38*	*48*	*42*	*44*
Science-related										
Applied Science	0	0	0	0	0	0	0	0	0	0
Engineering	0	0	0	0	0	0	1	15	25	20
Forestry	0	0	0	0	0	0	0	0	0	0
Medicine	0	0	0	0	0	0	0	0	0	0
Law	1	0	0	1	0	0	0	0	0	0
Social Sciences	0	0	0	0	0	0	0	0	0	0
Family & Nutritional Sciences	0	0	0	0	0	0	0	0	0	0
Nursing	0	0	0	0	0	0	0	0	0	0
Agriculture	0	0	0	0	0	0	0	0	0	0
Unknown	0	28	17	23	9	7	8	11	12	9
Sub-total	*1*	*28*	*17*	*24*	*9*	*7*	*9*	*26*	*37*	*29*
TOTAL	*3*	*365*	*400*	*477*	*529*	*537*	*568*	*562*	*515*	*544*

Footnotes:

(a) Undergraduate degrees at UVic are identified where the first character of the credential code is 'B'.

(b) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school or BC college transfer. Direct entries exclude students with advanced credits.
Refer to Glossary for definitions of direct entry and college transfer.

(c) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.

Source: Link File Phase 3.

Table 11C (continued)

Undergraduate Degrees Conferred to Direct Entries vs College Transfers (a)
by Faculty Originally Entered, 1982 to 1991
University of Victoria

College Transfers (b) Numbers Earning First Undergraduate Degree In Calendar Year										
1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991	**Faculty Originally Entered**
										ARTS AND SCIENCES
0	0	0	0	0	0	0	0	0	0	Arts
0	0	0	0	0	0	0	0	0	0	Sciences
1	143	177	220	229	245	311	295	339	376	Unspecified Arts & Sciences
1	*143*	*177*	*220*	*229*	*245*	*311*	*295*	*339*	*376*	*Sub-total*
0	0	0	0	0	0	0	0	0	0	*BUSINESS ADMIN. / COMMERCE*
6	41	35	59	51	51	70	57	83	57	*EDUCATION & PHYSICAL EDUCATION*
										SPECIALIZED FACULTIES
										Creative Arts
0	26	24	22	23	34	37	32	37	47	Fine Arts
0	0	0	0	0	0	0	0	0	0	Music
0	*26*	*24*	*22*	*23*	*34*	*37*	*32*	*37*	*47*	*Sub-total*
										Science-related
0	0	0	0	0	0	0	0	0	0	Applied Science
0	0	0	0	0	0	5	8	5	20	Engineering
0	0	0	0	0	0	0	0	0	0	Forestry
0	0	0	0	0	0	0	0	0	0	Medicine
1	0	1	0	0	0	0	0	0	0	Law
0	0	0	0	0	0	0	0	0	0	Social Sciences
0	0	0	0	0	0	0	0	0	0	Family & Nutritional Sciences
0	0	0	0	0	0	0	0	0	0	Nursing
0	0	0	0	0	0	0	0	0	0	Agriculture
0	36	32	21	32	43	31	35	45	36	Unknown
1	*36*	*33*	*21*	*32*	*43*	*36*	*43*	*50*	*56*	*Sub-total*
8	*246*	*269*	*322*	*335*	*373*	*434*	*427*	*509*	*536*	*TOTAL*

Table 11D

Undergraduate Degrees Conferred to Direct Entries vs College Transfers (a) by Faculty Originally Entered, 1982 to 1991
Simon Fraser University

Faculty Originally Entered	Direct Entries (b) Numbers Earning First Undergraduate Degree in Calendar Year									
	1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991
ARTS AND SCIENCES										
Arts	32	170	246	314	250	251	195	175	188	201
Sciences	14	50	84	98	105	112	104	136	143	162
Unspecified Arts & Sciences	1	26	25	60	58	65	65	64	30	13
Sub-total	*47*	*246*	*355*	*472*	*413*	*428*	*364*	*375*	*361*	*376*
BUSINESS ADMIN. / COMMERCE	0	0	0	1	17	30	76	92	108	123
EDUCATION & PHYSICAL EDUCATION	7	20	49	71	62	56	57	54	61	59
SPECIALIZED FACULTIES										
Creative Arts										
Fine Arts	0	0	0	0	0	0	0	0	0	0
Music	0	0	0	0	0	0	0	0	0	0
Sub-total	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Science-related										
Applied Science	0	0	0	0	0	1	2	8	19	65
Engineering	0	0	0	0	0	0	0	0	0	0
Forestry	0	0	0	0	0	0	0	0	0	0
Medicine	0	0	0	0	0	0	0	0	0	0
Law	0	0	0	0	0	0	0	0	0	0
Social Sciences	0	0	0	0	0	0	0	0	0	0
Family & Nutritional Sciences	0	0	0	0	0	0	0	0	0	0
Nursing	0	0	0	0	0	0	0	0	0	0
Agriculture	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	1	0	3	4	13	21	23	13
Sub-total	*0*	*0*	*1*	*0*	*3*	*5*	*15*	*29*	*42*	*78*
TOTAL	*54*	*266*	*405*	*544*	*495*	*519*	*512*	*550*	*572*	*636*

Footnotes:

(a) Undergraduate degrees at SFU identified where first character of credential code is 'B'.
(b) Excludes admission status of entries from outside of the province, and those not admitted on the basis of BC high school or BC college transfer. Direct entries exclude students with advanced credits.
Refer to Glossary for definitions of direct entry and college transfer.
(c) Data for 1982 are unreliable. 1982 represents the first year of record for university data. Record linkage is limited due to insufficient background data. Testing of Link File Phase 3 shows contamination in University of Victoria data resulting in inflated enrolment counts.

Source: Link File Phase 5.

Table 11D (continued)

Undergraduate Degrees Conferred to Direct Entries vs College Transfers (a)
by Faculty Originally Entered, 1982 to 1991
Simon Fraser University

College Transfers: Numbers Earning First Undergraduate Degree in Calendar Year										Faculty Originally Entered
1982(c)	1983	1984	1985	1986	1987	1988	1989	1990	1991	
										ARTS AND SCIENCES
31	87	124	166	166	209	263	280	318	317	Arts
4	12	13	25	33	43	38	42	52	43	Sciences
3	22	19	42	71	83	60	31	18	14	Unspecified Arts & Sciences
38	*121*	*156*	*233*	*270*	*335*	*361*	*353*	*388*	*374*	*Sub-total*
0	0	0	23	51	98	124	125	130	150	*BUSINESS ADMIN. / COMMERCE*
9	22	34	60	66	63	77	111	104	130	*EDUCATION & PHYSICAL EDUCATION*
										SPECIALIZED FACULTIES
										Creative Arts
0	0	0	0	0	0	0	0	0	0	Fine Arts
0	0	0	0	0	0	0	0	0	0	Music
0	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*Sub-total*
										Science-related
0	0	0	0	0	6	19	35	73	58	Applied Science
0	0	0	0	0	0	0	0	0	0	Engineering
0	0	0	0	0	0	0	0	0	0	Forestry
0	0	0	0	0	0	0	0	0	0	Medicine
0	0	0	0	0	0	0	0	0	0	Law
0	0	0	0	0	0	0	0	0	0	Social Sciences
0	0	0	0	0	0	0	0	0	0	Family & Nutritional Sciences
0	0	0	0	0	0	0	0	0	0	Nursing
0	0	0	0	0	0	0	0	0	0	Agriculture
0	5	0	0	1	6	6	14	21	12	Unknown
0	*5*	*0*	*0*	*1*	*12*	*25*	*49*	*94*	*70*	*Sub-total*
47	*148*	*190*	*316*	*388*	*508*	*587*	*638*	*716*	*724*	*TOTAL*

Table 12
Total Number of Courses Earned in University and Proportion of Total Course Load Attributed to Mathematics Courses (a) by University Year Level, 1990/91

	Direct Entries (b)					
		Courses Earned in 1990/91 Year of Study				
Year Level (c)	Total Headcount Enrolment (d)	Total Courses	Math Courses	Math Courses as % of Total Courses	Average No. of Courses Earned per Student	Average No. of Math Courses Earned per Student
Year 2	3 856	20 859	1 919	9.20%	5.41	0.50
Year 3	2 836	17 254	1 255	7.27%	6.08	0.44
Year 4	1 608	10 736	427	3.98%	6.68	0.27
Other Years	11 065	29 868	4 998	16.73%	2.70	0.45
Total	*19 365*	*78 717*	*8 599*	*10.92%*	*4.06*	*0.44*

Footnotes:
(a) Includes mathematics and statistics courses. The following codes were selected from the Link File. For UBC: 570, 580, 939. For UVIC and SFU: "MATH", "STAT".
(b) Based upon university bases of admissions codes. Refer to Glossary for definitions.
(c) Year level is determined by cumulative academic courses earned. Note that for college transfer students, the courses counted will include academic courses earned at college regardless of the transfer status of the course(s). Refer to Glossary for definition of year level.
(d) Enrolment taken at end of Spring Session. Withdraws are excluded.

Source: Link File Phase 3.

Table 12

Total Number of Courses Earned in University and Proportion of Total Course Load Attributed to Mathematics Courses (a) by University Year Level, 1990/91

College Transfers (b)						
	Courses Earned in 1990/91 Year of Study					
Total Headcount Enrolment (d)	Total Courses	Math Courses	Math Courses as % of Total Courses	Average No. of Courses Earned per Student	Average No. of Math Courses Earned per Student	*Year Level (c)*
3 267	10 343	833	8.05%	3.17	0.25	*Year 2*
2 130	11 176	500	4.47%	5.25	0.23	*Year 3*
961	6 188	201	3.25%	6.44	0.21	*Year 4*
4 049	7 588	397	5.23%	1.87	0.10	*Other Years*
10 407	*35 295*	*1 931*	*5.47%*	*3.39*	*0.19*	*Total*

Table 12A
Total Number of Courses Earned in University and Proportion of Total Course Load Attributed to Mathematics Courses (a) by University Year Level, 1989/90

	Direct Entries (b)					
		Courses Earned in 1989/90 Year of Study				
Year Level (c)	Total Headcount Enrolment (d)	Total Courses	Math Courses	Math Courses as % of Total Courses	Average No. of Courses Earned per Student	Average No. of Math Courses Earned per Student
Year 2	3 738	20 381	2 195	10.77%	5.45	0.59
Year 3	2 715	16 268	1 129	6.94%	5.99	0.42
Year 4	1 484	9 761	438	4.49%	6.58	0.30
Other Years	10 561	27 215	4 658	17.12%	2.58	0.44
Total	*18 498*	*73 625*	*8 420*	*11.44%*	*3.98*	*0.46*

Footnotes:
(a) Includes mathematics and statistics courses. The following codes were selected from the Link File. For UBC: 570, 580, 939. For UVIC and SFU: "MATH", "STAT".
(b) Based upon university bases of admissions codes. Refer to Glossary for definitions.
(c) Year level is determined by cumulative academic courses earned. Note that for college transfer students, the courses counted will include academic courses earned at college regardless of the transfer status of the course(s). Refer to Glossary for definition of year level.
(d) Enrolment taken at end of Spring Session. Withdraws are excluded.

Source: Link File Phase 3.

Table 12A

Total Number of Courses Earned in University and Proportion of Total Course Load Attributed to Mathematics Courses (a) by University Year Level, 1989/90

College Transfers (b)						
	Courses Earned in 1989/90 Year of Study					
Total Headcount Enrolment (d)	Total Courses	Math Courses	Math Courses as % of Total Courses	Average No. of Courses Earned per Student	Average No. of Math Courses Earned per Student	*Year Level (c)*
2 848	9 955	653	6.56%	3.50	0.23	*Year 2*
2 007	11 214	488	4.35%	5.59	0.24	*Year 3*
779	5 032	168	3.34%	6.46	0.22	*Year 4*
4 069	6 753	438	6.49%	1.66	0.11	*Other Years*
9 703	*32 954*	*1 747*	*5.30%*	*3.40*	*0.18*	*Total*

Table 12B
Total Number of Courses Earned in University and Proportion of Total Course Load Attributed to Mathematics Courses (a) by University Year Level, 1984/85

	Direct Entries (b)					
		Courses Earned in 1984/85 Year of Study				
Year Level (c)	Total Headcount Enrolment (d)	Total Courses	Math Courses	Math Courses as % of Total Courses	Average No. of Courses Earned per Student	Average No. of Math Courses Earned per Student
Year 2	4 418	25 870	3 692	14.27%	5.86	0.84
Year 3	3 064	23 127	2 404	10.39%	7.55	0.78
Year 4	641	5 902	636	10.78%	9.21	0.99
Other Years	8 722	19 661	579	2.94%	2.25	0.07
Total	*16 845*	*74 560*	*7 311*	*9.81%*	*4.43*	*0.43*

Footnotes:
(a) Includes mathematics and statistics courses. The following codes were selected from the Link File. For UBC: 570, 580, 939. For UVIC and SFU: "MATH", "STAT".
(b) Based upon university bases of admissions codes. Refer to Glossary for definitions.
(c) Year level is determined by cumulative academic courses earned. Note that for college transfer students, the courses counted will include academic courses earned at college regardless of the transfer status of the course(s). Refer to Glossary for definition of year level.
(d) Enrolment taken at end of Spring Session. Withdraws are excluded.

Source: Link File Phase 3.

Table 12B

Total Number of Courses Earned in University and Proportion of Total Course Load Attributed to Mathematics Courses (a) by University Year Level, 1984/85

College Transfers (b)						
	Courses Earned in 1984/85 Year of Study					
Total Headcount Enrolment (d)	Total Courses	Math Courses	Math Courses as % of Total Courses	Average No. of Courses Earned per Student	Average No. of Math Courses Earned per Student	*Year Level (c)*
1 945	11 362	866	7.62%	5.84	0.45	*Year 2*
877	6 748	503	7.45%	7.69	0.57	*Year 3*
187	1 899	192	10.11%	10.16	1.03	*Year 4*
4 574	11 005	148	1.34%	2.41	0.03	*Other Years*
7 583	*31 014*	*1 709*	*5.51%*	*4.09*	*0.23*	*Total*

Some Perspectives on Transfer Effectiveness

What was obvious and not obvious from data SIRI analyzed in producing its report on Transfer Effectiveness for the B.C. Council on Admissions and Transfer

Jean Gomes, Analyst
Sophie Ducharme, Analyst
Strategic Information Research Institute

November 3, 1994

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Outline

- Summary of Findings
- Reconciliations
- Methodology
- Implications

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Summary of Findings

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Key Findings

- Increasing university attendance is attributed to continuing students, not new entrants.
- Source of university sciences is Direct Entries; College Transfers enter Arts and Education, where they sustain their GPAs.
- College students are "milling about" in the college system before transferring.
- Direct Entries earn degrees at a faster rate than College Transfers; however, the completion rates for both groups are comparable over time.

Press Enter to View Next Slide

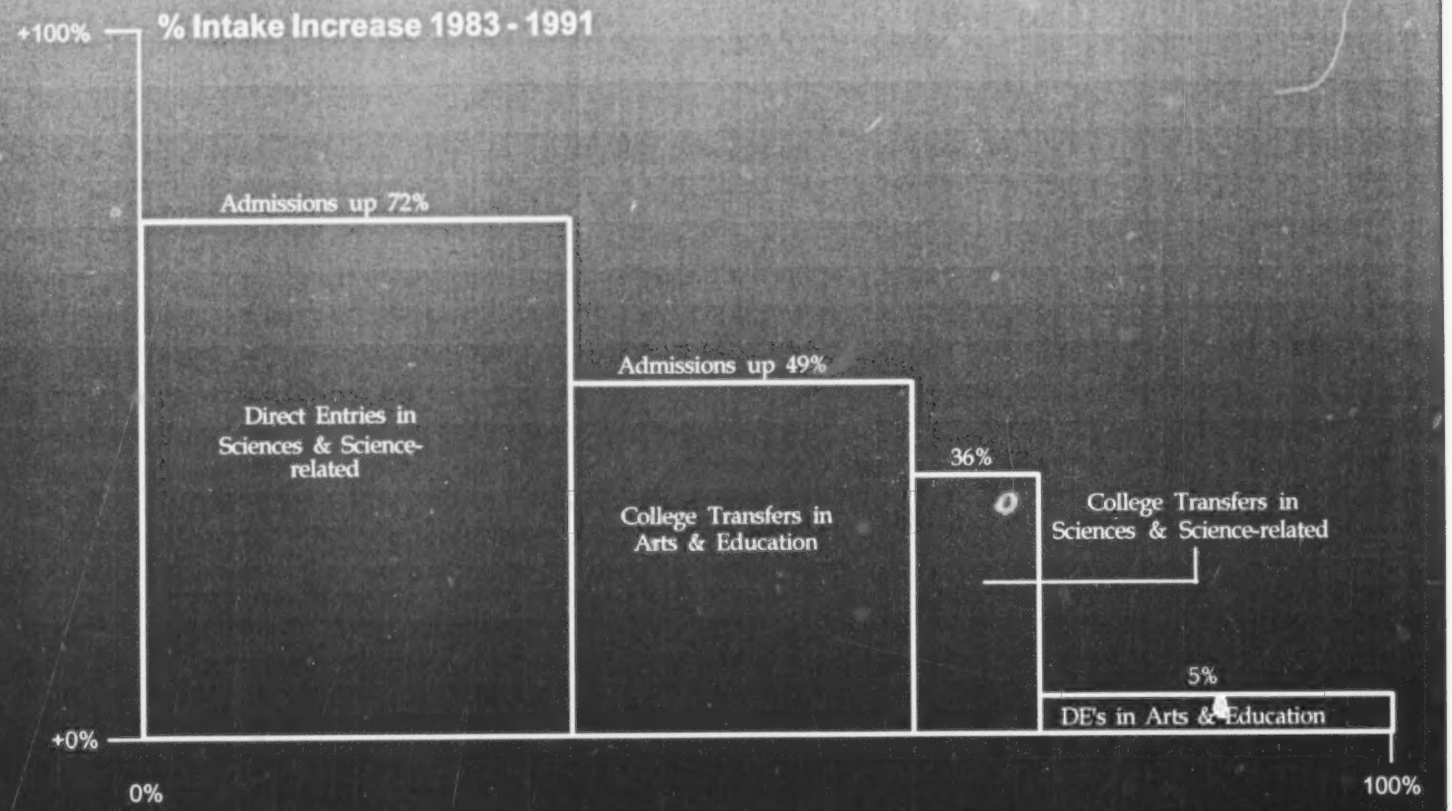
Press Esc to Exit

SIRI

First-Time Enrolment

- Over the last 5 years, this has increased 4% compared to a 17% increase in total enrolment). (see Table 2)
- Direct entry admissions are increasingly destined for university science and science-related faculties.

Universities admitting science students directly from Grade 12



Press Enter to View Next Slide

Press Esc to Exit

SIRI

Transfer Rates

- Findings:
  - Transfer rate of college students is declining
  - Transfer rate of college courses earned is declining faster. (see Table 6)
- Some Blurriness:
  - College transfer rates (BOA) only part of total college-to-university flows (see Table 1 & 2)
  - College students staying longer at college but not earning more college courses. (see Table 4)

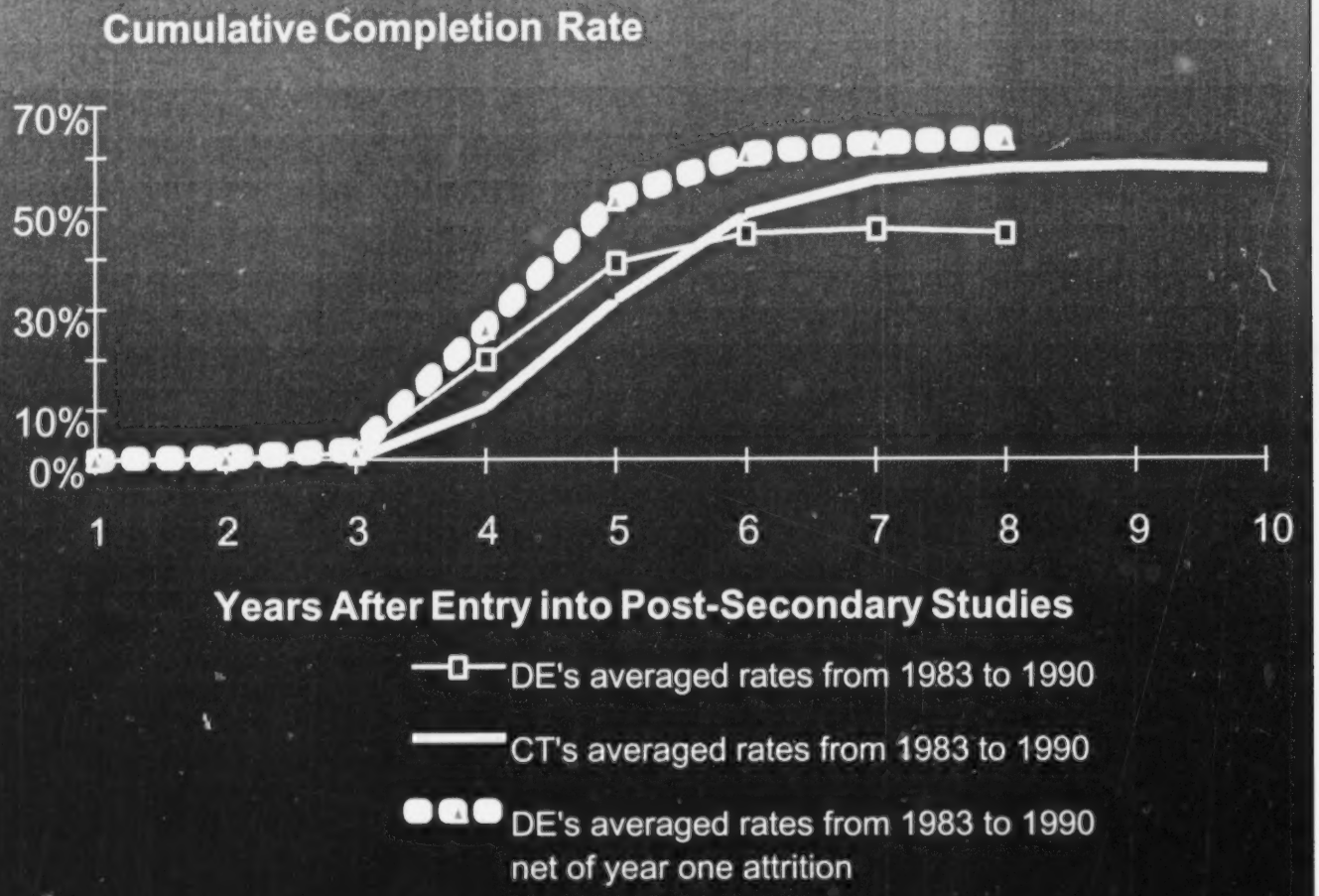
Press Enter to View Next Slide

Press Esc to Exit

SIRI

Degree Completion Rates are Eventually Comparable

105-04518/



Press Enter to View Next Slide

Press Esc to Exit

SIRI

Reconciliations

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Share of First-Time Enrolment

- First-Time Undergraduate Enrolment in Universities Over the Last 5 Years:
  - Based on Fall Enrolment: Direct Entries represent an increasing proportion. (see Table 2)
  - Based on Calendar Enrolment: Direct Entries and College Transfers are comparable. (see Table 10)
  - One reason: College Transfers increasingly enter in sessions other than Fall.

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Retention

- EMC report says 66% of college academic first timers are lost to the system after three years (and 72% after four years). (EMC Table 7)
- College retention study found that 67% of college academic first timers staying in system from Fall to Spring is rising (now at 79%) ... and those who enter a session complete that session (roughly 3% exiting rate). (PBG Table 1.1b)
- BCCAT report says 49% of college acadmic first timers lost to the system after three years. (BCCAT Table 9)

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Methodology

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Methodology

- Created 100 new 'views' of the Link File (analytic variables).
- Electronic abacusses and the duracell bunny syndrome.
- Institutional guidance for SIRI effort...yielded repetitive looping in defining key conditions.

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Implications

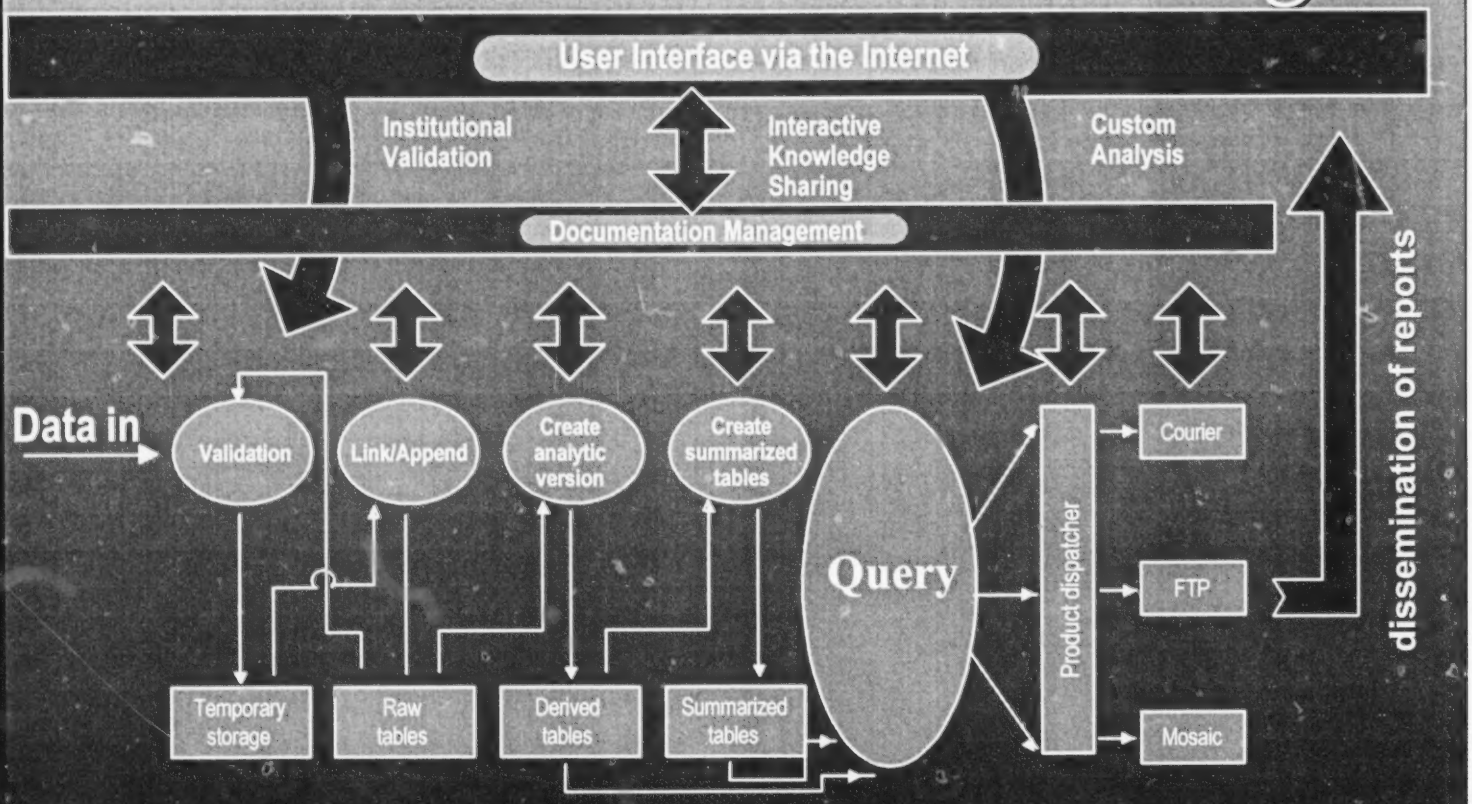
- Need to Integrate, Standardize, and Modernize Data Handling. (SIRI)
- Need for look-up tables. (Institutions)
- Need to reconcile perspectives, not just data. (Institutions and SIRI)
- Conditions will blur as data views get cleaner.

Press Enter to View Next Slide

Press Esc to Exit

SIRI

Need to Integrate, Standardize, and Modernize Data Handling



Press Enter to View Next Slide

Press Esc to Exit

SIRI

Data collection	Data Warehouse maintenance	Data analysis	Data dissemination
FTP	*SQL, FoxPro connection, CASE*	*SQL front end tools*	*FTP, Mosaic*